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ABSTRACT

This evaluation progress report for the budget period October 1 1996-September 30, 1997 describes the Connections Project within the Seward, Nebraska, public schools. The project provided four major activities to help Nebraska middle and high school teachers, mentors, and community members enhance student learning through integrated curricula supported by technology. The activities included professional development for teachers to support their use of integrated curriculum and technology, curriculum development activities, community connections programs, and statewide and national dissemination of 400 project curriculum models and resources through a website and CD-ROM. The project was intended to increase the capacity of educators to teach effectively through integrated curriculum reflecting Nebraska frameworks, the creation of a cadre of 600 teachers able to help colleagues in effective use of curriculum integration and technology, improved achievement by high risk students, and creation of a national and statewide learning community of middle and secondary school teachers. Attached to the report (and comprising the bulk of the report) are copies of project planning, funding, implementation, and evaluation materials. (SM)

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I. Project Identification

Seward Public Schools
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Award No. R303A6122

The Connections Project

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Evaluation Progress Report No. 1

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Submitted: May, 1997
For budget period of October 1, 1996-September 30, 1997

SP03 84/5

N. Topp

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II. Summary of Project

The project will provide four major activities to assist teachers, mentors, and community members in enhancing student learning through integrated curricula supported by technology. The activities will include professional development for teachers, curriculum development activities, community connections programs, and statewide and national dissemination of 400 project curriculum models and resources through a website and CD-ROM.

The project will: increase the capacity of educators to teach effectively through integrated curriculum reflecting Nebraska frameworks, the creation of a cadre of 600 teachers able to assist colleagues in effective use of curriculum integration and technology, improved achievement by high risk Nebraska students, and the creation of a national and statewide learning community of middle and secondary teachers.

The project is a part of the High-Performance Learning (HPL) Model established as the school improvement effort in Nebraska. The HPL Model allows local school districts to determine how best to meet community needs by providing for a **quality** education for **all** students and be **accountable** to the district patrons and the state that these services are provided.

Nebraska's commitment to education reform includes a commitment to educational technology. Nebraska's satellite dedicated solely to educational purposes, the established Internet hub sites providing servers, toll-free access, the two way interactive distance learning pods infrastructure, and CD-ROM capabilities will be the major technologies utilized in this project.

Goal 1: Improve learning in core subject areas by middle and secondary school students in Nebraska through more effective teaching and technology-supported integrated curricula reflecting state curriculum frameworks based on Goals 2000 and national standards.

Objective 1.1 Educators will develop, implement and evaluate a minimum of 400 technology-supported integrated curriculum modules emphasizing core subject areas.

Project Activities

The Connections Project began in the fall of 1996 with the arrival of the Project Director, Dr. Lawrence Bundy, from Eau Claire, Wisconsin. The first planning meeting for The Connections Project was held on November 3 and 4, 1996 at Mahoney State Park, Ashland, Nebraska. Attending this meeting were Dr. Marshall Adams, Superintendent, Seward Public Schools, Dr. Dean Bergman, Administrator, Nebraska Department of Education, Ms. Ann Masters, Administrator, Nebraska Department of Education, Dr. Neal Topp and Dr. Neal Grandgenett, Project Evaluators, University of Nebraska-Omaha and Dr. Lawrence Bundy, Project Director. This meeting was to review the goals and objectives of the grant, to outline a timetable for action and to discuss the project's evaluation. On November 6, 1996, an orientation meeting was held at Kearney, Nebraska. (See Attachment #1) This meeting provided an opportunity to review the goals and objectives of the grant, to distribute budgets to the respective sites and to give instructions for hiring Site Coordinators and Technology Specialists. The timetable called for each site to complete their hiring by January 1, 1997 so that the Project Director, with the assistance of the Site Coordinators and Technology Specialists, could begin implementing the major planning activities for the grant. (See Attachment #2) Once a majority of the planning team was in place, a series of meetings were established in order to bring together the key players needed to plan the major staff development workshops scheduled for the summer of 1997. (See Meeting Timetable, Attachment #3) Essential to the success of this staff development was the inclusion of the classroom teachers from the lead sites as part of the planning group. It was critical that

these teachers and the other members of the planning team have open lines of communication with other teachers in their schools so that the Project had easy access of communication in the planning model. This process is essential if we are to have active and full participation in the Project's activities. As a result of our planning sessions, the grant will be conducting two major workshops this summer. The first of these will be the week of June 22-27, 1997 in Kearney, Nebraska. This workshop will be unique in that the other Challenge Grant in Nebraska, The Community Discovered, will be joining us in this week's activities. A total of 50 teachers from The Connections Project and a total of 40 teachers from The Community Discovered Project will participate together in this week-long workshop. The second workshop will be for a second group of 50 teachers from The Connections Project and will be held the week of July 27 through August 1, 1997 in North Platte, Nebraska. The planning team has identified several significant skills they want participants to know and be able to do at the close of the summer professional development activity. (See Attachment #4) These activities are seen as essential as we take teachers in new directions in their classrooms. Included in these are: The understanding of constructivisim, how it helps students and how teachers can make the transition in their classrooms; the Nebraska Curriculum Frameworks and how teachers can incorporate these models into their unit plans and classroom activities; how to apply the skills of teaming, both with students and with colleagues; and the ability to identify and use available technology resources. From this model the planning team began to identify the workshop activities, the presenters for those activities and the sequence for the activities.

Evaluation Activities	**Timeline** (See Attachment #5)
• Teacher survey	Years 3, 4, 5
• Module review	as developed 1-5

Status

A teacher survey has been developed and administered for all teachers in the lead sites to provide baseline data for the evaluation of the effectiveness of this grant. This pre-survey includes the understanding of the state curriculum frameworks, Goals 2000, and the other national standards. Portions of this pre-survey will be used in the teacher survey for years 3, 4, and 5.

The strategy for the content and format of the modules is being developed. The evaluation team has been involved in the process and the appropriate web site is being developed to store these modules so that all project teachers, and all web users, have access to them.

Objective 1.2 A minimum of 20% of the curriculum modules developed will relate to the theme of global education, a goal endorsed by the Nebraska State Board of Education. *Perspectives*, a program featuring international and national leaders and accessible to all Nebraska schools via satellite, will be integrated into these modules.

Project Activities

Planning for the summer workshops has included the participation of the Director of Social Science for the Nebraska Curriculum Frameworks. He will be working with the Project's teachers during the summer workshop and during the academic year to provide the themes from the *Perspectives* Program.

Evaluation Activities	**Timeline**
• Module review	as developed 1-5

Status

See Objective 1.1

Objective 1.3 By 2002, 80% of participating teachers will be effectively implementing integrated core curricula that reflect state curriculum frameworks.

Project Activities

The focus of the summer workshops is to prepare two sets of 50 teachers from the lead sites so they can begin effectively implementing integrated core curriculum using technology. (See Attachment #6) The two week-long sessions (See Attachment #7) will begin on Sunday evening with a visual introduction to the project plus a series of activities so participants can get acquainted. The project is focusing its theoretical approach to learning and knowledge upon Constructivism. The keynote speaker at Kearney will be Dr. Jacqueline Brooks, of Stony Brook, New York, author of *In Search of Understanding, The Case for Constructivist Classrooms*. She will present research-based findings that support a call for Constructivism. In addition, she will present the guiding principles of Constructivism and show the teachers how they can create Constructivist settings. The keynote speaker for the North Platte workshop has not been finalized. We are currently in discussions with Dr. Lynell Burmark of San Francisco from the Thornberg Center. The second and third day of each workshop will include presentations by representatives from Susan Kovalik and Associates. At the Kearney workshop we will have Susan Pearson from Syracuse, New York. She will focus on brain-based learning, integrated thematic instruction and skills for working in teams. At the North Platte workshop will be Jill Hay from Waco, Texas. Also on the second day will be presentations by curriculum coordinators, representing the core subject areas in the Nebraska Frameworks, who are from the Nebraska Department of Education. The third day will be a continuation of the Susan Kovalik and Associate presentation plus an opportunity for teachers to begin receiving hands-on technology training. The fourth day will focus on teams working together to create practice units that include: Integration of curriculum using the frameworks; the principles of Constructivism; brain-based learning theory; and the use of a specially designed lesson format. These sessions will be led by presenters from the North Platte schools and Educational Service Units. The final day of each week's activities will be opportunities for the teams to share their progress and to identify the themes they have selected, the technology resources they used and the problems and successes they encountered.

Evaluation Activities
- Teacher survey

Timeline
Years 1, 2, 3, 4, 5

Status

The baseline survey has been administered. The annual survey will be developed using items from the pre-survey, as well as additional items as appropriate.

Objective 1.4 Nebraska middle and secondary students in the target school districts will demonstrate their ability to achieve at high levels in the core subjects of mathematics, science, social studies, language arts and foreign languages.

Project Activities

See evaluation activities under Objective 1.4.

Evaluation Activities
- California Achievement group scores for

Timeline
Years 1, 2, 3, 4, 5

core subjects or school-adopted achievement tests review by group and grade level annually

- Individual teacher assessment report — Years 3, 5
- Student focus groups — Year 4

Status

The California Achievement group scores will be reported annually by each participating school.

Objective 1.5 Effective technology-supported integrated curriculum modules will be disseminated for statewide and national use through a CD-ROM, the Internet and a cadre of technology and curriculum integration facilitators.

Project Activities

Each of the lead school sites will be installing a CD-ROM Lab. In year one the CD-ROM Lab is being installed at Seward, Nebraska. In addition, each of the lead school sites is installing a minimum of five computers and printers for their teachers to access the Internet and to submit materials to our web site for dissemination.

Evaluation Activities — **Timeline**

- Report on progress and dissemination on CD — Year 5

Status

The assessment is in the planning stages and will be implemented during year 5. Currently, the web server is being developed.

Goal 2: Build the capacity of Nebraska educators to effectively use technology and curriculum integration to promote student learning and achievement.

Objective 2.1 80% of participating teachers will be able to identify appropriate technology-based educational resources that support integrated education and state curriculum frameworks based on national standards.

Project Activities

Beginning with the summer workshops in 1997, Project Site Coordinators and Technology Specialists will work with participating teachers regarding appropriate technology that can support integrated curriculums. The summer workshops will have specially designed sessions on technology. In addition, special computer labs will be open each evening for the workshop teachers. Follow-up activities during the academic year will include on-site assistance, plus mini-workshops and related staff development activities.

Evaluation Activities — **Timeline**

- Teachers will list resources and panel of experts will evaluate their lists — Years 3, 4, 5

Status

The assessment is in the planning stages and will be implemented during year 3, 4, and 5.

Objective 2.2 80% of participating teachers will demonstrate competency in the use of educational technologies including: the Internet; CD-ROM; and distance learning including two-way interactive video.

Project Activities

Planning for ways that teachers can demonstrate their competencies in the use of educational technology is currently underway by the Project's Site Coordinators and Technology Specialists.

Evaluation Activities	**Timeline**
• Teacher self-assessment based on technology Competency standards	Years 1, 2, 3, 4, 5
• Participant evaluation of professional development workshop program	Years 1, 2, 3, 4, 5

Status

The baseline survey has been administered. The annual survey will be developed using items from the pre-survey, as well as additional items as appropriate.

The evaluation instruments for the professional development workshop program are being developed, with the collaboration of the evaluation team and participating schools. This evaluation will be conducted at the end of each day of the workshop and will be used both for evaluation and participant reflection. Some of the instruments will be administered on the web.

Objective 2.3 Participating teachers will regularly use the resources available through The Connections Project web page. (The network will be used a minimum of four times per year by 60% of project participants in the project's final two years.)

Project Activities

See evaluation activities under Objective 2.3.

Evaluation Activities	**Timeline**
• Web server data analysis	Years 1, 2, 3, 4, 5

Status

The web site is in development currently. The web server has a statistic program that will identify all users and the amount of use by each user.

Goal 3: Strengthen educational achievement of high risk students including those who are economically disadvantaged, minority geographically isolated, or adjudicated youths (delinquent or incarcerated) through technology-supported integrated curriculum.

Objective 3.1 High risk students in the target areas will have access to computers both at school and after school and will use these computers to help them succeed academically.

Project Activities

Each of the lead school sites will be ordering equipment in year two of the grant for high risk students to use both at school and after school. The Project Director and Seward Site Coordinator are meeting with the Staff Development Administrator at the Nebraska Department of Education. The focus of the meeting will be upon tested programs involving parents that can be used in this Project.

Evaluation Activities	Timeline
• School district survey	Years 2, 3, 4

Status

A baseline report was written by each site containing the availability of resources before the beginning of the project. (See Attachment #8)

Objective 3.2 Students in Nebraska's school districts with enrollments of under 1,000 will experience a 50% increase in the use of technology-supported education.

Project Activities

This objective is under review and will need to be addressed at a future date.

Evaluation Activities	Timeline
• School district survey	Years 1, 2, 3, 4, 5

Status

The baseline survey has been administered to each lead school. The annual survey will be developed using items from the pre-survey, as well as additional items as appropriate.

In addition, a statewide teacher survey has been administered to gain an understanding of the amount of technology-supported education currently. This statewide survey will be given each year.

Objective 3.3 80% of teachers who serve Nebraska's adjudicated and incarcerated youth will demonstrate their ability to use educational technology appropriately in their classrooms and improve the educational achievement of their students.

Project Activities

Teachers from both the Adjudicated Youth Center at Geneva and the Adjudicated Youth Center at Kearney have participated in the planning for the summer workshops. There will be a total of eight teachers attending the summer workshops from the two centers. In addition, a meeting was held April 2, 1997 in Geneva, Nebraska attended by teachers from both sites, the Kearney Site Coordinator and the Project Director, to discuss the unique needs of the respective populations and to begin plans for ways of using educational technology at both sites.

Evaluation Activities	Timeline
• Teacher survey	Years 1, 2, 3, 4, 5
• Classroom observations	Years 3, 4, 5
• Student product examples	Years 2, 3, 4, 5

Status

The baseline teacher survey has been administered. The annual survey will be developed using items from the pre-survey, as well as additional items as appropriate.

A rubric for classroom observations and the evaluation of student products is being developed.

Objective 3.4 70% of adjudicated youths, students at Kearney YRTC, Geneva YRTC, and the Secure Youth Confinement Facility in Omaha with a stay of three months or longer will demonstrate competence in using computers for word processing and budget management and will be able to access the Internet/World Wide Web, CD-ROM, and other technologies to seek information. Students will use multi-media presentation skills to produce information designed to prevent delinquent behavior by other youths.

Project Activities

Computer equipment has been ordered for both Adjudicated Youth Centers. The Geneva Center for girls operates as a more traditional classroom setting while students at the Kearney Center for boys have more individualized instructional programs. Following the summer workshops the teacher representatives from both sites, along with their Site Coordinator and the Project Director will be meeting to plan appropriate uses of educational technology for their respective students. The Omaha facility is still under construction.

Evaluation Activities	**Timeline**
• Teacher survey	Years 1, 2, 3, 4, 5
• Classroom observations	Years 3, 4, 5

Status

The baseline teacher survey has been administered. The annual survey will be developed using items from the pre-survey, as well as additional items as appropriate.

A rubric for classroom observations is being developed

Goal 4. Establish partnerships among educators, business, agriculture, industry, and parents to infuse "work world" problem-solving and perspectives across the curriculum and to support student learning.

Objective 4.1 Business, agriculture and industry partners will work with Connections Project teachers to document integrated problem solving at work in their organizations.

Project Activities

The planning team has begun visits to community, business, agricultural and industry partners as the project seeks ways for teachers to create connections between work world tasks and the curriculum. On Wednesday, April 23, 1997, a visit was made to Valmont Industries, Inc. in Valley, Nebraska. Tom Whalen, Vice President of Human Resources, Valmont Industries, and Dr. Ken Jones, Metropolitan Community College, met with the group to give the planning team background information on the Corporation and the workplace training program they currently have in place lead by Dr. Jones.

Valmont Industries was founded in 1946 and has grown to a half-billion dollar manufacturing company. They are the largest provider of street lighting standards and traffic signal poles in the world. Valmont's second major industry is in the irrigation business where they are the largest producer of mechanized irrigation equipment. Valmont currently has a workplace training program in place called Valmont 2000 in connection with Metropolitan Community College. Valmont 2000 is training designed to increase the skill levels of employees for their current job. This training includes: reading in the workplace, communication in the workplace (speaking, writing), and math in the workplace. Mr. Whalen stressed the importance of employees having problem solving skills and the ability to work on teams as being key components to employee and business success. Valmont Industries will work with the Project as we find ways to bring "real life" problem solving into the classroom.

Evaluation Activities	**Timeline**
• Review of video vignettes produced	Years 3, 4, 5

Status

The assessment is in the planning stages and will be implemented during year 3, 4, and 5.

Objective 4.2 Examples of "work world" problem-solving documented on videotape and through CD-ROM will be accessible to every teacher in the state for inclusion into their course curricula.

Project Activities

Each CD-ROM Lab plan for the five lead school sites will have videotaping equipment that will be used with each of the project's business, agriculture and industry partners. We are in the process of rescheduling a visit to the Sundstrand Aerospace Corporation in York, Nebraska.

Evaluation Activities	**Timeline**
• Report on accessibility	Years 4, 5 (or upon completion of CD and WWW pages)

Status

The assessment is in the planning stages and will be implemented during year 4 and 5.

Objective 4.3 A minimum of 20% of lead school district parents will learn to use computer-based educational resources and will use these resources in family-centered learning projects developed to supplement students' in-class work.

Project Activities

Lap top computers are scheduled for purchase in year two of the grant. This equipment will be used with lead school district parents and their sons and daughters. (See Attachment #9)

Evaluation Activities	**Timeline**
• Survey school districts on number of parents attending workshops	Years 3, 4, 5

Status

The baseline teacher survey has been administered. The annual survey will be developed using items

from the pre-survey, as well as additional items as appropriate.

Objective 4.4 Teachers will demonstrate the involvement of project business, industry and agricultural partners to improve student learning across the curriculum.

Project Activities

The Project's Site Coordinators have responsibilities for working with the other members of the planning team and the teachers in the Project in what are called areas of specialization. Our lead Site Coordinator at Ainsworth has the responsibility to work with the planning team and their respective teachers in developing the Project's connections between the classroom and business, industry and agriculture. Seward's lead Site Coordinator is responsible for curriculum integration by disciplines. Parental involvement in the use of technology in the classroom is the area of specialization for lead Site Coordinator in Morrill. Our lead Site Coordinator in Kearney has the responsibility for professional development of teachers. Helping planning team members and teachers understand the theory of constructivism is the area of specialization for our North Platte Site Coordinator.

Evaluation Activities	**Timeline**
• Teacher survey	Years 3, 4, 5
• Survey of partner participants	Years 3, 4, 5

Status

The assessment is in the planning stages and will be implemented during year 3, 4, and 5.

Objective 4.5 In partnership with the Indian Center, Inc.'s and its six community-based resource centers, Native American students will have increased access to information about job opportunities, career planning, and the educational requirements for those jobs.

Project Activities

Several meetings have been held with Indian Center, Inc. officials. These discussions have included the necessary equipment and training needed at each site in order for Native American clients to access the Job Placement files through the Nebraska Department of Labor. The Department of Labor officials have also been included in these meetings. The topics have included software needs; Internet connections and phone connections; and appropriate training needed for each of the sites. Technology Specialists from the Project are visiting each of the Indian Center, Inc. sites throughout the state to discuss the above topics. (See Attachment #10)

Evaluation Activities	**Time line**
• Student survey and follow-up	Years 1, 2, 3, 4, 5

Status

A computer usage log at each Indian Center, Inc. site will be kept, detailing the users of the computer and the types of activities performed at the computer.

Goal 5. Create new communities of educators and students through technology to facilitate shared learning, expanding educational resources and barrier free collaboration across Nebraska and the United States to further the national educational goals of educational reform.

Objective 5.1 Educators across Nebraska and the U.S. will be able to access Connections Project curriculum, resources and results through the project web site and CD-ROMs, and collaborate with project participants.

Project Activities

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The Project's web site is being developed at the University of Nebraska-Omaha. A web site design has been selected by our evaluation team. Our web site designer plans to have our web page up by May 14, 1997 at the following address: http://ois.unomaha.edu/connections/. Our Project's Technology Specialist at North Platte is working with our planning team and the web site designer in order to select appropriate software and teacher lesson plan format for inclusion on our web site.

Evaluation Activities

- Monitor web site usage and CD-ROM distribution

Timeline

Years 1, 2, 3, 4, 5

Status

The web site will be available to all web users and the use will be monitored using the server statistics program. CD ROM's and collaboration activities will be assessed after their inception.

Objective 5.2 Technology will enable students from across Nebraska and the U.S. to collaborate on learning activities.

Project Activities

Planning for these activities will occur during year two of the grant.

Evaluation Activities

- Teachers logs of collaborative distance learning or Internet-based projects

Timeline

Years 3, 4, 5

Status

The assessment is in the planning stages and will be implemented during year 3, 4, and 5.

Objective 5.3 Educators serving the nation's highest risk students including those in juvenile correctional settings will have access to effective curriculum and instructional resources.

Project Activities

Planning for the curriculum and instructional resources will begin following the 1997 summer workshops.

Evaluation Activities

- Determine whether curriculum modules for juvenile corrections settings are completed and marketed and promoted nationally

Timeline

Year 5

Status

The assessment is in the planning stages and will be implemented during year 5.

Objective 5.4 The Connections Project web site, part of the South Central Regional Technology in Education Consortium's electronic network, will provide efficient access to a comprehensive group of resources relating to the project, curriculum integration and technology in education.

Project Activities

Planning and development is underway for the Project's web site. This will include connections with the South Central Regional Technology in Education Consortium.

Evaluation Activities

- Report on web server resources

Timeline

Years 1, 2, 3, 4, 5

Status

The Connections web site will be available to all web users and be linked to and from the South Central Regional Technology in Education Consortium's web server. The use will be monitored using the server statistics program.

IV. Budget

THE CONNECTIONS PROJECT

YEAR ONE					
DESCRIPTION	*ORIGINAL BUDGET*	*MONEY SPENT*	*MONEY TO BE SPENT*	*BALANCE*	*NOTES*
SALARIES					
Project Director	41,250	22,742	18,508	0	
Financial & Clerical Assistance	56,750	21,400	21,600	13,750	Started February and March 1997
SITE COORDINATORS					
North Platte	30,000	12,000	15,000	3,000	Started January 1997
Ainsworth	16,000	1680	11,120	3200	Started January 1997
Morrill	17,000	5487	9146	2367	Started January 1997
Seward	20,000	8403	10,505	1092	Started January 1997
ESU 10	27,000	10,125	16,875	0	Started January 1997. Site Coordinator is also covering as Technology Specialist until a decision and funding is made on that position.
TECHNOLOGY SPECIALISTS					
ESU 6	22,000	0	22,000	0	Positions purchased for summer workshop presentations and keynote speakers.
ESU 13	22,000	0	8800	13,200	Started May 1997
ESU 16	22,000	4650	7752	9598	Started January 1997
ESU 17	22,000	2563	10,437.	9,000	Started January 1997
Seward Public Schools	17,000	5247	6558	5195	Started January 1997

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IV. Budget

YEAR ONE

DESCRIPTION	ORIGINAL BUDGET	MONEY SPENT	MONEY TO BE SPENT	BALANCE	NOTES
Total Salaries	313,000				
EMPLOYEE BENEFITS					
Project Administrator	8250	8590	6136	-6476	Fringe benefit issue is addressed in Section V of report.
Financial Assistance	11,350	329	1048		
Clerical Assistance		1399	2078	6496	
Site Coordinators	22,000	6393	38,607	-2000	
Technology Specialists	21,000				
Total Employee Benefits	62,600				
EMPLOYEE TRAVEL					
Leadership Council Travel	3900	11,497	17,258	0	
Advisory Council Travel	4800				
Project Director	3000				
Project Staff	7800				
Technology Specialist	1250				
Site Coordinators	8005				
Total Employee Travel	28,755				
MATERIALS & SUPPLIES					
Equipment					

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IV. Budget

YEAR ONE					
DESCRIPTION	*ORIGINAL BUDGET*	*MONEY SPENT*	*MONEY TO BE SPENT*	*BALANCE*	*NOTES*
Program Management	37,800	37,800	0	0	
Student & Trainer Use					
Seward	27,000	27,000	0	0	
Ainsworth	27,000	27,000	0	0	
North Platte	27,000	27,000	0	0	
Morrill	27,000	27,000	0	0	
Kearney	32,400	32,400	0	0	
Indian Centers	32,400	0	32,400	0	
Unassigned	20,700	0	15,700	5000	Funding to be used for CD-ROM Lab in Ainsworth, which is missing in the grant.
Total Equipment					
Supplies					
Software	21,000	0	21,000	0	
Office Supplies					
North Platte	1750	0	1750	0	
Ainsworth	1750	0	1750	0	
Morrill	1750	0	1750	0	
Seward	2750	0	2750	0	
ESU 10	2250	0	2250	0	

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IV. Budget

YEAR ONE					
DESCRIPTION	*ORIGINAL BUDGET*	*MONEY SPENT*	*MONEY TO BE SPENT*	*BALANCE*	*NOTES*
Project Director	3750	472	3278	0	
Total Office Supplies	14,000				
CONSULTANTS & CONTRACTS					
Planning Workshop	12,075	0	12,075	0	
CI-T Workshop One	44,625	0	44,625	0	Summer Workshop
CI-T Planning Session	7650	0	7650	0	This activity is actually in year two and funds may need to be carried over.
CI-T Workshop Two	38,250	0	38,250	0	Summer Workshop
CI-T Planning Session	7650	0	7650	0	This activity is actually in year two and funds may need to be carried over.
CI-T Follow up Workshop	6630	0	6630	0	This activity is actually in year two and funds may need to be carried over.
EXPERT CONSULT & TRAVEL	3895	0	3895	0	
Total Consultants, Contract & Travel	120,775				
OTHER					
Evaluation	79,935	39,967	39,968	0	
CD-ROM Lab - Seward	15,519	15,519	0	0	
Indirect Costs	20,769	20,769	0	0	
TOTAL YEAR ONE COSTS	907,653	377,432	466,799	63,422	

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V. Supplemental Information/Changes

This section deals with budget adjustment requests that we wish to make in order to meet several missing items in the Project. The items were identified in a letter to Ms. Wanda Chambers (See Attachment A), our Program Officer, in a letter dated January 13, 1997. Basically what is missing in the grant are three key items that still need to be addressed. These are (1) a Technology Specialist at ESU #10. All of our lead school sites have a Technology Specialist assigned on a .50 FTE through their respective ESU. Somehow this position was omitted from the proposal for our Kearney site. This position serves both the Adjudicated Youth Center at Kearney, Nebraska for boys and the Adjudicated Youth Center for girls at Geneva, Nebraska. This critical position is needed to support our technology activities at two sites where we have **all** students in the category of "at risk." The second missing item is for a .50 FTE Clerical Support position at Seward, Nebraska for years 2, 3, 4 and 5. Seward is our site for financial record for the grant. In order to free time for their budget officer to handle the grant's budget activity, involving 12 different sites around the state, it is necessary that we have a Clerical Support position in that office. The third major missing funding is for fringe benefits. The original proposal calculated fringe benefits at 20 percent. This calculation was based upon a formula used at the state level for certain types of positions. However, that should not have been used as these positions are hired through each of the lead sites across the state. A recalculation of the cost of fringe benefits, meeting state statute requirements, finds the figure at 30 percent. In order to address these missing items in the budget, we are proposing a carry over to year two of approximately $63,400 as calculated at this time. These funds are primarily accrued as a result of starting the various positions several months into the budget cycle thus realizing salary savings during this first year. This carry over would meet most of our projected needs for year two and would require approximately $9,400 additional dollars. Funds needed for years 3, 4 and 5 would be higher due to unrealized salary savings during those years. (See chart attached to January 13, 1997 letter.)

THE CONNECTIONS PROJECT

A United States Department of Education
Challenge Grant for Technology in Education

January 13, 1997

Ms. Wanda Chambers
United States Department
of Education OERI/SAI
555 New Jersey Avenue, Room 515
Washington, DC 20208-5573

Grant # R303A6122

Re: Budget Issues

Dear Ms. Chambers:

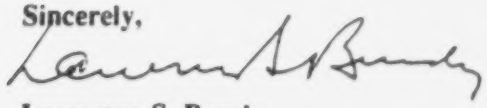
This letter and enclosed documents are a followup to our earlier conversations regarding budget issues with The Connections Project, Challenge Grant. This grant has multiple sites across the state of Nebraska that include local school districts and educational service units. One of the first actions of the grant was to hold a meeting of the administrators of each of these school districts and educational service units to discuss the goals and objectives of the grant. During that meeting we discovered several gaps in the budget that are critical to the success of this important project.

The following budget information is in three parts. First, we have identified the things that are missing in the budget: (1) a technology specialist for Educational Service Unit # 10 at Kearney, Nebraska; (2) a secretary for the Seward Public School District, which is the unit for fiscal record; (3) a CD/ROM lab for the Ainsworth Public Schools; and (4) a calculation of the fringe benefits needed for the grant. The second part identifies those areas of the grant where we believe that we can capture some funds to help offset these missing items in the grant. The third part details the additional support we need to fund these critical activities.

In additional to the above budget information, we have discussed the issue of relocation expenses and monthly parking expenses. I will be sending information on these two items as soon as possible.

Please let me know if you have any questions or need any additional information. My telephone number is 715/471-2183 and my fax is 402/471-0117.

Sincerely,



Lawrence S. Bundy

enc.

cc: Dr. Marshall Adams

THE CONNECTIONS PROJECT
ITEMIZED LIST OF SHORTAGES
OPTION 2

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
SALARIES					
TECH SPECIALIST ESU 10	22,000	23,100	24,255	25,225	26,486
SECRETARY-SEWARD		7,675	10,747	11,069	11,396
		30,775	35,002	36,294	37,882
FRINGES					
FRINGES TECH SPEC.	7,680	8,064	8,467	8,891	9,335
FRINGES SEC-SEWARD		1,149	1,609	1,657	1,706
FRINGE BENEFIT SHORT		32,819	39,214	41,175	42,987
		42,032	49,290	51,723	54,028
MILEAGE					
KEARNEY TO GENEVA	1,276	1,276	1,276	1,276	1,276
EQUIPMENT					
CD ROM LAB FOR AINSW.		15,519			
SAVINGS					
SALARIES					
SEWARD TECH SPEC. 100% TO 75% FTE			-9,030	-9,482	-9,766
FRINGES					
SEWARD TECH SPEC.			-2,709	-2,845	-2,929
TOTAL YEARLY SHORTAGE	30,956	89,602	73,828	76,966	80,492

THE CONNECTIONS PROJECT
ITEMIZED LIST OF SHORTAGES
OPTION 2

REQUESTED ADDITIONAL FUNDS

YEAR 1 NO ADDITIONAL FUNDS

No additional funds are requested for year one of the grant. Anticipated salary and fringe benefit savings resulting from hiring staff into the budget cycle should cover budget shortfalls.

YEAR 2 $19,783

It is anticipated that the grant can cover the Ainsworth CD-ROM lab , in year 1 through salary savings. An additional $54,300 in savings is projected for year 1 that we would request carrying over into year 2 to meet our shortfall expenses leaving a balance needed of $19,783.

YEAR 3 $62,426

The grant would reallocate $11,402 by reducing the funds for Contracts and Consultants by 5 percent thus leaving a shortfall of $62,426.

YEAR 4 $57,638

The grant would reallocate $9,000 from equipment by reducing by 10 percent each of our computer purchases in anticipation of price reductions. An additional $10,328 would be reallocated from Contracts and Consultants by reducing them by 5 percent. This would leave a budget shortfall of $57,638.

YEAR 5 $74,773.

The grant would reallocate $5,719 by reducing the funds for Contracts and Consultants by 5 percent. This would leave a shortfall of $74,773.

EXPLANATION OF MISSING ITEMS:

Tech Specialist/ESU #10

This position was missed in the original budget. It is an important part of the grant as it provides critical support for the Youth Treatment Centers at Geneva and Kearney. It is important that this position be filled and in place to support the extremely "at Risk" students in these two treatment centers.

THE CONNECTIONS PROJECT
ITEMIZED LIST OF SHORTAGES
OPTION 2

This fringe benefit is attached to the Technology Specialist position at ESU #10 in Kearney, Nebraska and would be required by state law if the position were approved and funded.

Secretary/Seward, Ne.

This position is needed to provide support at the Seward site. Seward has been designated as the site for total financial record for the grant. It is important that we have this support in order for the grant and its finances to function in a timely and accurate manner.

This fringe benefit is attached to the secretary position at Seward, Nebraska and would be required by state law if the position were approved and funded.

Fringe Benefits for Remainder of the Grant Personnel

The fringe benefits in the grant were calculated at 20 percent based upon the anticipated positions in the grant and using fringe benefit policy of the Nebraska Department of Education. That calculation should not have been made on that basis because the positions are being hired at school districts and educational service units across the state. A careful analysis of the fringe benefit costs is more realistically calculated at 30 percent. Hence, the anticipated shortfall represented here.

Mileage Kearney to Geneva

These travel funds would be needed during the course of the year for the Technology specialist at ESU #10 to visit the Adjudicated Youth Treatment Center in Geneva, Nebraska. It is estimated that those trips would be twice per month at a distance of 230 miles round trip.

Equipment--CD-ROM/Ainsworth

Each of the school sites in the grant are scheduled to receive a CD-ROM lab. The lab for Ainsworth, Nebraska was mistakenly left off the budget schedule.

CHALLENGE GRANT
ORIENTATION MEETING
ESU #10
KEARNEY, NEBRASKA
NOVEMBER 6, 1996

9:30 a.m.

INTRODUCTIONS	**MARSHALL ADAMS**
CHALLENGE GRANT BACKGROUND, DEVELOPMENT AND OVERVIEW	**DEAN BERGMAN** **ANN MASTERS**
WASHINGTON UP-DATE	**MARSHALL ADAMS** **LARRY BUNDY** **NEAL GRANDGENETT**
GRANT PERSONNEL, BUDGET AND TIMETABLE	**LARRY BUNDY**
QUESTIONS/ANSWERS	**ALL MEMBERS**
EVALUATION	**NEAL GRANDGENETT** **NEAL TOPP**

CHALLENGE GRANT PLANNING TEAM

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Leadership Council Distribution List
E-mail: leadcoun@nde4.nde.state.ne.us

CONNECTIONS PROJECT
PLANNING TEAM
MEETING SCHEDULE

DATES	LOCATION	HOTEL	PHONE NO.
Wed., Feb 12 Thurs., Feb 13	Grand Island	Midtown Holiday Inn 2503 South Locust	(308) 384-1330
Wed., Feb. 26 Thurs., Feb. 27	Kearney	Fort Kearny Inn I-80 & South Second Exit #272	(800) 652-7245 (308) 234-2541
Mon., Mar. 17 Tues., Mar. 18	North Platte	Hampton Inn I-80 & Hwy 83 200 Platte Oasis Pkwy	(308) 534-6000
Mon., Apr. 14 Tues., Apr. 15	Lincoln	Hampton Inn I-80 Airport Exit #399 1301 West Bond Circle	(402) 474-2080
Wed., Apr. 23	Valley	Valmont Industries Hwy 64, East of Valley	(402) 359-2201
Thurs., Jun. 5 Fri., Jun. 6	Kearney	Fort Kearny Inn I-80 & South Second Exit #272	(800) 652-7245 (308) 234-2541
Sun., Jun. 22- Fri., Jun. 27	Kearney	Fort Kearny Inn I-80 & South Second Exit #272	(800) 652-7245 (308) 234-2541
Thurs., Jul. 17 Fri., Jul. 18	North Platte	Camino Inn & Suites I-80 & Hwy 83 2101 South Jeffers	(800) 760-3333 (308) 532-9090
Sun., Jul. 27- Fri., Aug. 1	North Platte	Camino Inn & Suites I-80 & Hwy 83 2101 South Jeffers	(800) 760-3333 (308) 532-9090
Wed., Aug. 20- Fri., Aug. 22	Crawford	Ft. Robinson State Park 3 Mi. West of Crawford U.S. Hwy 20	(308) 665-2900

Planning Team Meeting
February 12 & 13, 1997
Grand Island, Nebraska

Name of Participant	Title	Site
Lawrence Bundy	Project Director	Lincoln, NE
Sandi Binstock	Administrative Assistant	Lincoln, NE
Ann Lyon	Site Coordinator	Seward, NE
Craig Williams	Technology Specialist	Seward, NE
Harvey Wewel	Interim Site Coordinator	Ainsworth, NE
Lori Stolcpart	Technology Specialist	Ainsworth, NE
Marla Dowse	Site Coordinator	North Platte, NE
Jared Price	Technology Specialist	North Platte, NE
Craig Manley	Site Coordinator	Morrill, NE
Craig Hicks	Technology Specialist	Morrill, NE
William Bolen	Site Coordinator	Kearney, NE
Neal Grandgenett	Evaluator	Omaha, NE

The Connections Project

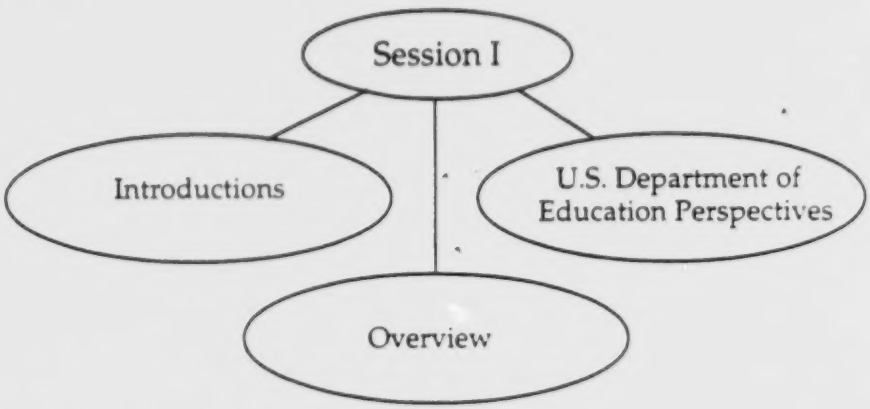
Challenge Grant

Grand Island
Midtown Holdiay Inn
2305 South Locust

February
12 & 13, 1997

Wed., Feb. 12
4:00 P.M. Check In

4:30 P.M.
Room: Islander I



8:00 P.M. Dinner
Dreisbach's - 1137 South Locust

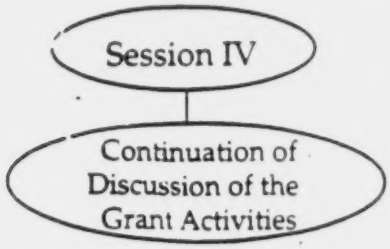
Thurs., Feb. 13

7:30 A.M. — Breakfast
Table Reserved in Motel Dining Room

8:00 A.M.
Room: Islander I

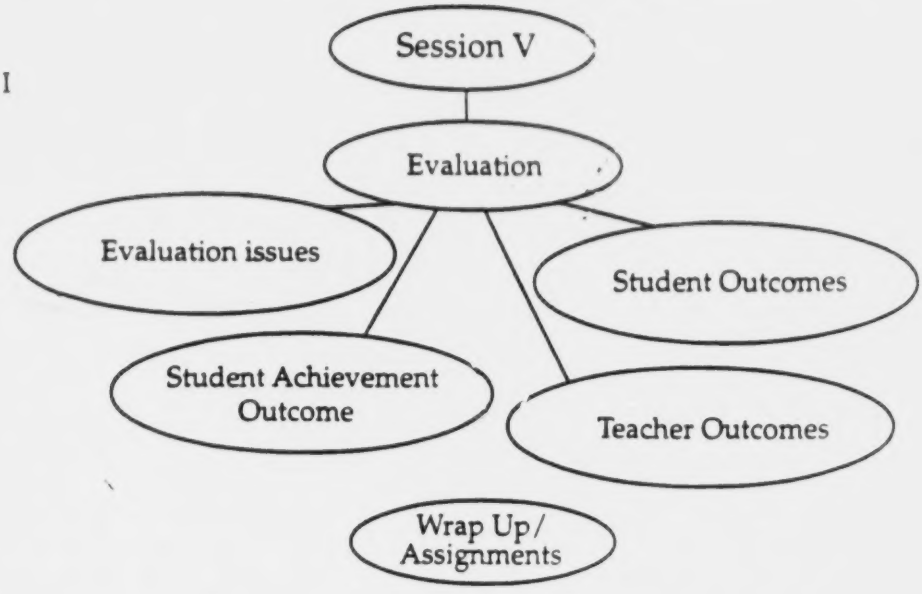
10:00 A.M. — Break

10:15 A.M.



Noon — Lunch
Buffet Style in Motel Dining Room

1:00 P.M.
Room: Islander I



2:00 P.M. — Wrap Up/
Assignments

Planning Team Meeting

Video Teleconference
February 21, 1997
Lincoln, Nebraska

Name of Participant	Title	Site
Lawrence Bundy	Project Director	Lincoln, NE
Sandi Binstock	Administrative Assistant	Lincoln, NE
Janet Macklem	Project Supervisor Community Discovered Westside Project	Lincoln, NE
Bob Pawloski	Web Designer	Lincoln, NE
John LeFeber	Social Studies Frameworks Nebraska Department of Education	Lincoln, NE
Jim Woodland	Science Frameworks Nebraska Department of Education	Lincoln, NE
Deb Romanek	Mathematics Frameworks Nebraska Department of Education	Lincoln, NE
Harvey Wewel	Interim Site Coordinator	Ainsworth, NE
Lori Stolcpart	Technology Specialist	Ainsworth, NE
Marla Dowse	Site Coordinator	North Platte, NE
Jared Price	Technology Specialist	North Platte, NE
William Bolen	Site Coordinator	Kearney, NE

Planning Team Meeting
February 26 & 27, 1997
Kearney, Nebraska

Name of Participant	Title	Site
Lawrence Bundy	Project Director	Lincoln, NE
Sandi Binstock	Administrative Assistant	Lincoln, NE
Ann Lyon	Site Coordinator	Seward, NE
Craig Williams	Technology Specialist	Seward, NE
Shane Gallagher	Sixth Grade Science Teacher	Seward, NE
Lori Thompson	Foreign Language Teacher	Seward, NE
Harvey Wewel	Interim Site Coordinator	Ainsworth, NE
Lori Stolcpart	Technology Specialist	Ainsworth, NE
Rick Ripperger	7, 8 & 10 Social Studies Teacher	Ainsworth, NE
Marla Dowse	Site Coordinator	North Platte, NE
Jared Price	Technology Specialist	North Platte, NE
Tami Eshleman	9-12 World History Teacher	North Platte, NE
Tom Callaghan	Seventh Grade Social Studies Teacher	North Platte, NE
Tiffany Johnson	7 & 8 Reading & Language Arts Teacher	North Platte, NE
Craig Manley	Site Coordinator	Morrill, NE
Craig Hicks	Technology Specialist	Morrill, NE
Jenny Hughson	9-12 English & Journalism Teacher	Morrill, NE
William Bolen	Site Coordinator	Kearney, NE
Delores Wehrle	7-12 English & Speech Teacher at YRTC	Geneva, NE
Clint Witte	7-12 Social Studies Teacher at YRTC	Kearney, NE
Graci Gillming	Technology Applications Coordinator At ESU #10	Kearney, NE
Neal Topp	Evaluator	Omaha, NE

The Connections Project: Strengthening Learning Through Technology-Based Integrated Curriculum and Professional Development

Kearney, Nebraska
February 26, 1997
4:00 Check-in at Fort Kearny Inn
Planning Sessions
4:30 - 8:00 p.m.
8:00 Dinner
February 27, 1997
8:00 a.m. - 2:30 p.m.

AGENDA

WEDNESDAY EVENING

1. Outcomes for this planning session...
   Summer training
   What? How? Who?
2. Introductions...
   ...aka "Group Hug"
   Welcome, teacher representatives!
3. Background information...
   Larry Bundy, Project Director
4. "Road Trip"
   Celebrations/Successes
   Challenges
5. Some possible tools for the trip...
   Demonstration
   Jared Price, ESU #16 Tech Specialist
6. DINNER!

THURSDAY

1. "On the Road Again"
2. Peak performance...
   Tuning up the engine
3. What?
   Outcomes for summer training
4. How?
   Effective/efficient design
5. Who?
   Resources
6. Where?
   Visit to ESU #10
   (June training site)
7. LUNCH!
8. Map to the next planning session...
   Summary and wrap-up

Planning Team Meeting
March 17 & 18, 1997
North Platte, Nebraska

Name of Participant	Title	Site
Lawrence Bundy	Project Director	Lincoln, NE
Sandi Binstock	Administrative Assistant	Lincoln, NE
Ann Lyon	Site Coordinator	Seward, NE
Craig Williams	Technology Specialist	Seward, NE
Shane Gallagher	Sixth Grade Science Teacher	Seward, NE
Lori Thompson	Foreign Language Teacher	Seward, NE
Lori Stelpart	Technology Specialist	Ainsworth, NE
Rick Ripperger	7, 8 & 10 Social Studies Teacher	Ainsworth, NE
Richard Albrecht	History & French Teacher	Ainsworth, NE
Marla Dowse	Site Coordinator	North Platte, NE
Jared Price	Technology Specialist	North Platte, NE
Tami Eshleman	9-12 World History Teacher	North Platte, NE
Tom Callaghan	Seventh Grade Social Studies Teacher	North Platte, NE
Tiffany Johnson	7 & 8 Reading & Language Arts Teacher	North Platte, NE
Craig Manley	Site Coordinator	Morrill, NE
Craig Hicks	Technology Specialist	Morrill, NE
Ligia Brittan	Foreign Language Teacher	Morrill, NE
William Bolen	Site Coordinator	Kearney, NE
Delores Wehrle	7-12 English & Speech Teacher at YRTC	Geneva, NE
Clint Witte	7-12 Social Studies Teacher at YRTC	Kearney, NE
Janet Macklem	Project Supervisor Community Discovered Westside Project	Omaha, NE
John LeFeber	Social Studies Frameworks Nebraska Department of Education	Lincoln, NE
Joe LeDuc	Technology Education Nebraska Department of Education	Lincoln, NE
Bob Pawloski	Web Designer	Omaha, NE

THE CONNECTIONS PROJECT
PLANNING TEAM MEETING

Hampton Inn
North Platte, Nebraska

March 17, 1997

4:00 P.M.	Check In
4:30 P.M.	Introductions
	Continued Discussion and Planning for Summer Workshops
	Reports from Site Coordinators on Areas of Specialization

March 18, 1997

7:30 A.M.	Breakfast
8:30 A.M.	Summer Workshop Planning Continued
	Teacher Agreement Forms Reviewed
Noon	Lunch
1:00 P.M.	Assignments
	Wrap-Up

Planning Team Meeting
April 14 & 15, 1997
Lincoln, Nebraska

Name of Participant	Title	Site
Lawrence Bundy	Project Director	Lincoln, NE
Sandi Binstock	Administrative Assistant	Lincoln, NE
Ann Lyon	Site Coordinator	Seward, NE
Craig Williams	Technology Specialist	Seward, NE
Shane Gallagher	Sixth Grade Science Teacher	Seward, NE
Lori Thompson	Foreign Language Teacher	Seward, NE
Don Fritz	Program Coordinator ESU #6	Milford, NE
Lori Stolcpart	Technology Specialist	Ainsworth, NE
Rick Ripperger	Site Coordinator	Ainsworth, NE
Jeff Carr	English Teacher	Ainsworth, NE
Paige Tuttle	English Teacher	Ainsworth, NE
Marla Dowse	Site Coordinator	North Platte, NE
Jared Price	Technology Specialist	North Platte, NE
Tami Eshleman	9-12 World History Teacher	North Platte, NE
Tom Callaghan	Seventh Grade Social Studies Teacher	North Platte, NE
Tiffany Johnson	7 & 8 Reading & Language Arts Teacher	North Platte, NE
Craig Manley	Site Coordinator	Morrill, NE
Jenny Hughson	9-12 English & Journalism Teacher	Morrill, NE
William Bolen	Site Coordinator	Kearney, NE
Delores Wehrle	7-12 English & Speech Teacher at YRTC	Geneva, NE
Clint Witte	7-12 Social Studies Teacher at YRTC	Kearney, NE
Janet Macklem	Project Supervisor Community Discovered Westside Project	Omaha, NE
John LeFeber	Social Studies Frameworks Nebraska Department of Education	Lincoln, NE
Joe LeDuc	Technology Education Nebraska Department of Education	Lincoln, NE
Bob Pawloski	Web Designer	Omaha, NE

The Connections Project: Strengthening Learning Through Technology-Based Integrated Curriculum and Professional Development

Lincoln, Nebraska
Planning Session
April 14-15, 1997

AGENDA

MONDAY EVENING
Beginning at 4:30

1. Outcomes for this planning session...
2. A circle of colleagues...
3. What's our vision?
4. Time for a LAFF!
5. Another look at the training schedule...
6. Our lesson plan format...
7. Reflection...
8. DINNER!

TUESDAY MORNING
Beginning at 7:00

1. Together again...
2. Daily reflection piece...
3. Timelines & deadlines...
4. For the good of the team...
5. **Excellence in Education Conference**
   Preconference session:
   "Education for an Age of Information"
   Presenter: *Jamieson McKenzie*
   Part 1: Staff Development-What Works Best? (AM)
   Part 2: Developing a Research Program (PM)

Project Consortium Leadership Council
April 7 & 8, 1997
Kearney, Nebraska

Name	Title	Organization	Site
Lawrence Bundy	Project Director	Connections Project	Lincoln, NE
Marshall Adams	Superintendent	Seward Public Schools	Seward, NE
Bryce Neidig	President	Nebraska Farm Bureau	Lincoln, NE
Gloria Herald	Director of JTPA	Indian Center, Inc.	Lincoln, NE
Dean Bergman	Technology Admin.	NE Department of Education	Lincoln, NE
Ann Masters	Curriculum Admin.	NE Department of Education	Lincoln, NE
Gerald Ehlers	Superintendent	Ainsworth Community Schools	Ainsworth, NE
Randall Marymee	Superintendent	Morrill Public Schools	Morrill, NE
Jack Price	Asst. Superintendent	North Platte Public Schools	North Platte, NE
Kenneth Wilcox	Administrator	ESU No. 16	Ogallala, NE
Neal Topp	Evaluator	Connections Project	Omaha, NE
Neal Grandgenett	Evaluator	Connections Project	Omaha, NE

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Superintendent
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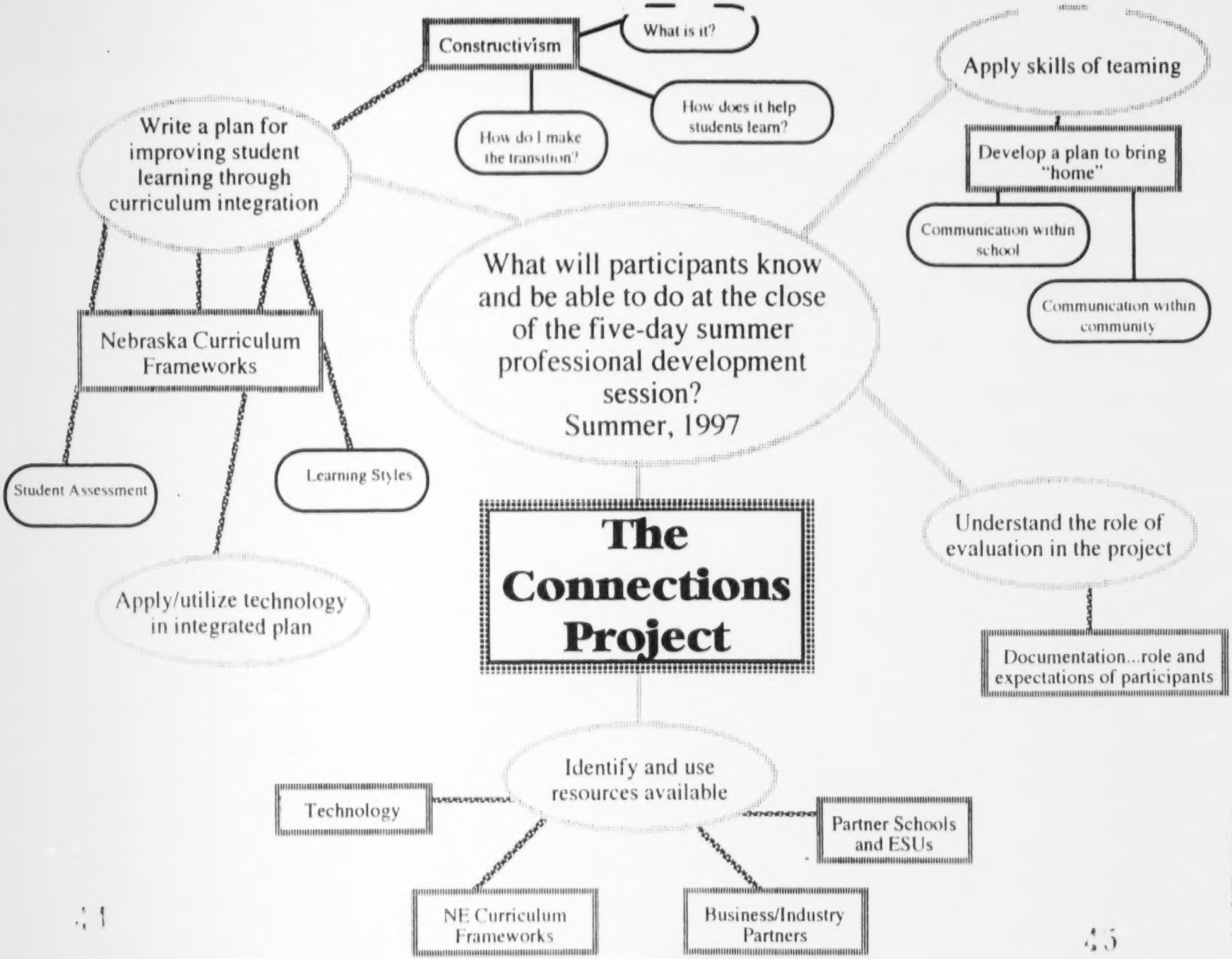
Constructivism
What is it?
How does it help students learn?
How do I make the transition?
Write a plan for improving student learning through curriculum integration
Nebraska Curriculum Frameworks
Student Assessment
Learning Styles
Apply/utilize technology in integrated plan
What will participants know and be able to do at the close of the five-day summer professional development session? Summer, 1997
The Connections Project
Apply skills of teaming
Develop a plan to bring "home"
Communication within school
Communication within community
Understand the role of evaluation in the project
Documentation...role and expectations of participants
Identify and use resources available
Technology
Partner Schools and ESUs
NE Curriculum Frameworks
Business/Industry Partners

ATTACHMENT #4

University of Nebraska at Omaha

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College of Education
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Evaluation Plan

May 12, 1997

Attached is the evaluation plan matrix for the Connections Project as designed by the University of Nebraska at Omaha Office of Internet Studies. This comprehensive evaluation plan targets specific project objectives and related project activities and includes various data types, including qualitative and quantitative.

The evaluation team is committed to meeting the ongoing, ever-changing evaluation needs of the project and has received input from the project director, the project planning team, and the project leadership council. As the project evolves, so will the evaluation evolve. It should be noted that a baseline data survey has recently been administered to all teachers in the lead school districts, with plans to provide annual follow-up surveys. This data was requested by the lead school district superintendents.

Neal W. Topp, Ph.D. & Neal Grandgenett, Ph.D.
Project Evaluators

The Connections Project Evaluation Planning Sheet

5/12/97

Goals and Objectives	Activities/Instrument	Specifics	Lead	YEAR				
				1	2	3	4	5
Goal 1: Improve learning in core subject areas by middle and secondary school students in Nebraska through more effective teaching and technology-supported integrated curricula reflecting state curriculum frameworks based on Goals 2000 and national standards.								
Objective 1.1 Educators will develop, implement and evaluate a minimum of 400 technology-supported integrated curriculum modules emphasizing core subject areas	Teacher Survey					x	x	x
	Module Review			(as developed) 1-5				
Objective 1.2 A minimum of 20% of the curriculum modules developed will relate to the theme of global education, a goal endorsed by the Nebraska State Board of Education.	Module Review			(as developed) 1-5				
Objective 1.3 by 2002, 80% of participating teachers will be effectively implementing integrated core curricula that reflect state curriculum frameworks	Teacher Survey			x	x	x	x	x
Objective 1.4 Nebraska middle and secondary students in the target school districts will demonstrate their ability to achieve at high levels in the core subjects of mathematics, science, social studies, language arts and foreign languages	CA Achievement Group scores for Core subjects or school-adapted achievement tests reviewed by group and grade level annually			x	x	x	x	x
	Individual Teacher Assessment Report					x		x
	Student Focus Groups				x		x	
Objective 1.5 Effective technology-supported integrated curriculum modules will be disseminated for statewide and national use through a CD-ROM, the Internet and a cadre of technology and curriculum integration facilitators.	Report on Progress and Dissemination of CD							x

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The Connections Project Evaluation Planning Sheet

5/12/97

Goals and Objectives	Activities/Instrument	Specifics	Lead	YEAR				
				1	2	3	4	5
Goal 2: Build the capacity of Nebraska educators to effectively use technology and curriculum integration to promote student learning and achievement.								
Objective 2.1 80% of participating teachers will be able to identify appropriate technology-based educational resources that support integrated education and state curriculum frameworks based on national standards.	Teachers will list resources and panel of experts will evaluate their lists			On-going		x	x	x
Objective 2.2 80% of participating teachers will demonstrate competency in the use of educational technologies including: the Internet; CD-ROM; and distance learning including two-way interactive video.	Teacher Self-Assessment based on Technology Competency Standards			x	x	x	x	x
	Participant Evaluation of Professional Development Workshop Program			x	x	x	x	x
Objective 2.3 Participating teachers will regularly use the resources available through the Connections Project web page. (The network will be used a minimum of four times per year by 60% of project participants in the project's final two years.)	Web Server Data Analysis			x	x	x	x	x
Goal 3: Strengthen educational achievement of high risk students including those who are economically disadvantaged, minority, geographically isolated, or adjudicated youths (delinquent or incarcerated) through technology-supported integrated curriculum.								
Objective 3.1 High risk students in the target areas will have access to computers both at school and after school and will use these computers to help them succeed academically.	School District Survey				x	x	x	
Objective 3.2 Students in Nebraska's school districts with enrollments of under 1,000 will experience a 50% increase in the use of technology-supported education (lead districts).	School District Survey			x	x	x	x	x
Objective 3.3 80% of teachers who serve Nebraska's adjudicated and incarcerated youth will demonstrate their ability to use educational technology appropriately in their classrooms and improve the educational achievement of their students.	Teacher Survey			x	x	x	x	x
	Classroom Observations					x	x	x
	Student product examples				x	x	x	x

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The Connections Project Evaluation Planning Sheet

5/12/97

Goals and Objectives	Activities/Instrument	Specifics	Lead	YEAR				
				1	2	3	4	5
Objective 3.4 70% of adjudicated youths, students at Kearney YRTC, Geneva YRTC, and the Secure Youth Confinement Facility in Omaha with a stay of three months or longer will demonstrate competence in using computers for word processing and budget management and will be able to access the Internet/World Wide Web, CD-ROM and other technologies to send information. Students will use multi-media presentation skills to produce information designed to prevent delinquent behavior by other youths.	Teacher Survey			X	X	X	X	X
	Classroom observations and other instruments as defined by Sites.					X	X	X
Goal 4. Establish partnerships among educators, business, agriculture, industry, and parents to infuse "work world" problem-solving and perspectives across the curriculum and to support student learning.								
Objective 4.1 Business, agriculture and industry partners will work with Connections Project teachers to document integrated problem solving at work in their organizations.	Review of video vignettes produced					X	X	X
Objective 4.2 Examples of "work world" problem-solving documented on videotape and through CD-ROM will be accessible to every teacher in the state for inclusion into their course curricula.	Report on Accessibility			(or on completion of CD and WWW pages)			X	X
Objective 4.3 A minimum of 20% of lead school district parents will learn to use computer-based educational resources and will use these resources in family-centered learning projects developed to supplement students' in-class work.	Survey School Districts on number of parents attending workshops					X	X	X
Objective 4.4 Teachers will demonstrate the involvement of project business, industry and agricultural partners to improve student learning across the curriculum.	Teacher Survey					X	X	X
	Survey of partner participants					X	X	X
Objective 4.5 In partnership with the Indian Center, Inc.'s and its six community based resource centers, Native American clients will have increased access to information about job opportunities, career planning, and the educational requirements for those jobs.	Computer activity log			X	X	X	X	X

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Goals and Objectives	Activities/Instrument	Specifics	Lead	YEAR				
				1	2	3	4	5
Goal 5. Create new communities of educators and students through technology to facilitate shared learning, expanding educational resources and barrier free collaboration across Nebraska and the United States to further the national educational goals of educational reform.								
Objective 5.1 Educators across Nebraska and the U.S. will be able to access Connections Project curriculum, resources and results through the project web site and CD-ROMs, and collaborate with project participants.	Monitor web site usage and CD/ROM distribution			x	x	x	x	x
Objective 5.2 Technology will enable students from across Nebraska and the U.S. to collaborate on learning activities.	Teachers logs of collaborative distance learning or Internet-based projects					x	x	x
Objective 5.3 Educators serving the nation's highest risk students including those in juvenile correctional settings will have access to effective curriculum and instructional resources.	Determine whether curriculum modules for juvenile corrections settings are completed and promoted nationally							x
Objective 5.4 The Connections Project web site, part of the South Central Regional Technology in Education Consortium's electronic network, will provide efficient access to a comprehensive group of resources relating to the project, curriculum integration and technology in education.	Report on Web Server resources			x	x	x	x	x

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The Connections Project
A Technology Innovation Challenge Grant Program
1997-1998

New Participant Commitment Information

The Connections Project staff and district administration are committed to making this a successful and meaningful experience for you and the students you teach! We will support you with resources and our staff will promote the efforts you make. As you look toward the year and your professional goals, we ask that you make a commitment to the participation in this important project.

Goals of the Connections Project:

1. Improve learning in core subject areas by middle and secondary school students in Nebraska through more effective teaching and technology-supported integrated curricula reflecting state curriculum frameworks based on Goals 2000 and national standards.

2. Build the capacity of Nebraska educators to effectively use technology and curriculum integration to promote student learning and achievement.

3. Strengthen educational achievement of high risk students including those who are economically disadvantaged, minority, geographically isolated, or adjudicated youths (delinquent or incarcerated) through technology-supported integrated curriculum.

4. Establish partnerships among educators, business, agriculture, industry, and parents to infuse "work world" problem-solving and perspectives across the curriculum and to support student learning.

5. Create new communities of educators and students through technology to facilitate shared learning, expanding educational resources and barrier free collaboration across Nebraska and the United States to further the national education goals of educational reform.

Resources Provided By The Connections Project to Accomplish Goals:

1. **Staff Development**

Professional development sessions will prepare educators to:

- Integrate the curriculum through technology using the Nebraska Curriculum Frameworks
- Adopt the constructivist approach to teaching and learning
- Engage in interdisciplinary planning and instruction
- Integrate technology into the teaching-learning environment
- Establish partnerships with business, agriculture, industry, and parents to infuse "work world" problem-solving and perspectives across the curriculum and to support student learning
- Facilitate shared learning of educators and students through barrier-free collaboration across Nebraska and the United States

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2. **Technology Support**

The Project will provide:

- Computers for each of the lead sites for use by participating teachers and their students
- Selected software
- Technical support from grant personnel (Technology Specialists)
- Listserv for ongoing communication with project participants and grant staff (or personnel)
- Project Web Page
- Professional development opportunities
- Information on leading edge technology
- Access to a digital camera and a CD-ROM lab, which will include a scanner

3. **Curriculum Support**

The Project will provide for:

- On site assistance from grant personnel (Site Coordinators)
- Unit planning using electronic format
- Units shared via the WWW
- Release days for project staff development during the school year
  First year participants - 2 days
- Summer workshops and inservices funded by the grant
  First year participants - 5 days

4. **Partner Support**

Support has been committed by:

- Apple Computer, Inc.
- Nebraska Farm Bureau Federation
- Microsoft Corporation
- Pierian Spring Software
- Sundstrand Aerospace Corporation
- Teletraining Institute
- Valmont Industries, Inc
- Nebraska Foreign Language Teachers

• Nebraska Association of Teachers of Mathematics	Nebraska Association of Teachers of Science
• Nebraska State Council for the Social Studies	Cooper Foundation
• Indian Center, Inc.	Nebraska Educational Telecommunications
• Nebraska Math and Science Initiative	Nebraska State Bar Association
• Nebraska State Historical Society	Susan Kovalik and Associates
• South Central Regional Technology in Education Consortium	Educational Service Unit #6
• Educational Service Unit #10	Educational Service Unit #13
• Educational Service Unit #16	Educational Service Unit #17

5. **College Credit**

Workshop participants may choose to receive credit with the following guidelines:

- The University of Nebraska at Omaha and Chadron State College will offer college credit for workshop participants
- Three credits will be received at the end of the fall semester pending completion of assigned activities
- Requirements for course completion include attendance at one of the two summer workshops, attendance at scheduled professional development activities during the academic year, and preparation and implementation of two curricular units (one of them by December 31, 1997)
- Costs per credit are based on each institution's policy on tuition and fees
- Participants are responsible for payment of tuition and fees

APPLICATION TO PARTICIPATE
THE CONNECTIONS PROJECT
A TECHNOLOGY INNOVATION CHALLENGE GRANT PROGRAM
1997-1998

Name_____ **School**_____

E-mail_____ **School Address**_____

Home Address_____ _____

Home Phone_____ **School Phone** _____

Grade Level_____ **Content Area**_____

Principal's Signature_____ **Date**_____

Describe experiences and training that you have had in teaming, interdisciplinary teaching, project-based learning, collaboration.

Describe the extent of your experience with the use of technology to integrate the curriculum.

Why are you willing to make this commitment? How do you see yourself growing from this experience as an educator?

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Application to Participate

Place an "X" next to the item that best describes your current level for each of the following.

CURRICULUM INTEGRATION

___1) I have never worked with another teacher out of my content area to design an integrated activity.

___2) I have worked with one other teacher out of my content area to design an integrated activity.

___3) I have worked as part of a team of teachers to design an interdisciplinary activity.

CONSTRUCTIVISM

___1) I do not know what constructivism is.

___2) I have a limited knowledge of constructivism.

___3) I am incorporating constructivist teaching strategies in my classroom.

NEBRASKA CURRICULUM FRAMEWORKS

___1) I have not seen any of the Nebraska Curriculum Frameworks.

___2) I have not been to a workshop on them, but have used some of the concepts of them in my teaching.

___3) I have been trained and deliberately integrate frameworks concepts into my teaching.

COMPUTER BASICS

___1) I have little or no experience using a computer.

___2) I use a computer to help perform some routine teacher tasks, generate tests, lesson plans, grading, etc.

___3) I am actively integrating the use of a computer as a tool for student learning.

INTERNET

___1) I have never used e-mail or the world wide web (WWW).

___2) I have used e-mail and have limited experience with the "web."

___3) I am actively integrating the applications of Internet in my classroom.

PRESENTATION SOFTWARE

___1) I do not know what presentation software is.

___2) I have a limited knowledge of presentation software, very little experience.

___3) I am actively integrating the use of presentation software to improve student learning.

New Participant Agreement to Accomplish Goals

As a participant in The Connections Project I agree to:

- Attend an orientation session conducted by my school's site coordinator at my local site in May of 1997 (date TBA).
- Attend one week of professional development activities in the summer of 1997 (scheduled for June 22-27, 1997 or July 27-August 1, 1997).
- Attend scheduled professional development activities during the academic year.
- Prepare and implement two integrated curriculum units. These integrated units will reflect the Nebraska Curriculum Frameworks and appropriate uses of technology. (One of these units must be completed by December 31, 1997, and the second unit by May 1, 1998.)
- Complete two status reports for the Evaluation Team. (The first report must be completed by November 1, 1998, and the second report by May 1, 1998.)
- Collect data and artifacts associated with the implementation of the integrated units in accordance with the Evaluation Team's needs.
- Present and demonstrate units throughout the school year for a variety of audiences if called upon.
- Promote the goals of the project by communicating with Connections Project staff and the evaluation team, attending meetings and professional development activities associated with the project, helping coordinate procedures and activities within the district, communicating with participants, partners, and participating agencies via the listserv, and facilitating interdisciplinary teaching and learning within and across classrooms.
- Attend the five day summer workshop and receive a $75 stipend per day for attendance (if eligible). I understand that the grant will pay for substitutes during allotted resource time during the school year, and I understand that occasional professional development activities will occur outside the normal school day or on weekends. Travel expenses (lodging, meals, and mileage where appropriate), hardware and software for each site, and staff development (consultants, materials, etc.) will also be paid by the grant.

By signing below, I understand that I am making a commitment to advance the goals of the Connections Project in the context of my teaching and work within my district.

Signature_____ Date_____

Print Name_____

Detach the last 2 pages and return them to your Site Coordinator with your application to participate by May 1, 1997.

Thank You

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SUNDAY, JUNE 22, 1997	MONDAY, JUNE 23, 1997	TUESDAY, JUNE 24, 1997	WEDNESDAY, JUNE 25, 1997	THURSDAY, JUNE 26, 1997	FRIDAY, JUNE 27, 1997
	7:30 **Breakfast** •*OPTION - Baseline evaluation activity - Neils* 8:30 **Whole Group Presentation** Jacqueline Grennon Brooks, Science, Mathematics and Technology Education, Stony Brook, NY **Major Pieces:** •The call for constructivism •Guiding principles of constructivism •Creating constructivist settings •How to make the transition to this in the classroom	7:30 **Breakfast** *OPTION - 8:30 Presentation of Nebraska Curriculum Frameworks Overview - what - in them, how they can be used to integrate - unifying themes* 8:30 **Whole Group Presentation** Sue Pearson of Susan Kovalik & Associates, Syracuse, NY **Major Pieces:** •Brain based learning •Integrated Thematic Instruction •Lifelong guidelines, life skills, and working in teams •Use of technology as a tool (Groups of 8 at round tables)	7:30 **Breakfast** 8:30 **Whole Group Presentation** Slice of Life Curriculum Sue Pearson, SKA *OPTION - Mid-morning Presentation of Nebraska Curriculum Frameworks Overview - what - in them, how they can be used to integrate, unifying themes* Continue to weave in **Frameworks** personnel and presenters	7:30 **Breakfast** 8:30 **Whole Group Presentation** Lesson Design **Arlene Sukraw, Freida Lange, Roberta Slaughter** 9:00-12:00 **Small Group Work** (Alternating with above three presenters - about 20 per group) 12:00-12:30 Closure and Brainstorming	7:30 **Breakfast** 8:30 Share progress on practice units in small groups Receive feedback •Identification of •Themes •Connections •Resources •Successes/challenges in planning Continue working on practice projects
Social Setting/ Get Acquainted 5:00 - 9:00 p.m. •Introductory activities •*OPTION - Baseline evaluation activity - Neils* •Visual introduction to the Connections Project Location: ESU # 10 and nearby park	1:00 **Continue with constructivist theory - led by Jacqueline Grennon Brooks** *Possibility - Small group rotations to hands-on technology sessions* 4:00 **Reflection/Evaluation**	1:00 **Continue with ITI - led by Sue Pearson** Weave in **Frameworks** personnel and presenters - to be planned by SKA & NDE **Hands-On Technology Smorgasbord:** (Two participants per table to leave for each of the following 50 minute sessions - about sixteen will leave each hour) 1:00 Three sessions •Beginning ClarisHP Lori Stolcpart •Intermediate Internet Craig Manley •Avid Cinema Craig Williams 2:00 Three sessions •Beginning Internet Lori Stolcpart •Intermediate ClarisHP Craig Manley •Avid Cinema Craig Williams 3:00 Three sessions •Advanced ClarisHP Lori Stolcpart •Advanced Internet Craig Manley •Avid Cinema Craig Williams 4:00 All participants return to whole group Reflection/Evaluation	1:00 **Continue with Curriculum Work - led by Sue Pearson** Continue with inclusion of **Frameworks** **Hands-On Technology Smorgasbord (repeated):** (Two participants per table to leave for each of the following 50 minute sessions - about sixteen will leave each hour) 1:00 Three sessions •Beginning ClarisHP Lori Stolcpart •Intermediate Internet Craig Manley •Avid Cinema Craig Williams 2:00 Three sessions •Beginning Internet Lori Stolcpart •Intermediate ClarisHP Craig Manley •Avid Cinema Craig Williams 3:00 Three sessions •Advanced ClarisHP Lori Stolcpart •Advanced Internet Craig Manley •Avid Cinema Craig Williams 4:00 All participants return to whole group Reflection/Evaluation	1:30 **Overview of lesson plan design online -** 2:00 **Teams at Work** Each team to create a practice unit Include: •Integration using frameworks •Principles of constructivism •Brain based learning theory •Use of technology •Process of learning •Use of lesson design format 4:30 **Reflection/Evaluation**	1:00 **Where do we go from here?** •Project Timeline •Communication Plan -within project outside of project 3:00 **Reflection/Evaluation**

COMPUTER LABS TO BE OPEN EACH EVENING! (Jared Price)

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ATTACHMENT #7

ATTACHMENT #8

Challenge Grant

The Connections Project

Seward Public Schools

Baseline Data Report

Submitted March 26, 1997,

by Ann Lyon and Craig Williams

1.1 Current staff development activities for teachers that focus upon the curriculum and upon technology	1.2 A current inventory of technology equipment in place
1.3 Current technology support that our school provides for classroom instruction	1.4 Activities currently underway that support the integration of the various disciplines in the classrooms

1.1 Current staff development activities for teachers that focus upon the curriculum and upon technology

School District of Seward Mission Statement

The School District of Seward, in cooperation with parents and community, affirms that all students will become productive and contributing members of a global community through the mastery of essential skills. Each student will develop a positive self-concept and the ability to cooperate with others. The District is committed to the development of the whole person as a life-long learner in a changing world.

Staff development opportunities and activities for the teachers of Seward Public Schools are planned by a K-12 Staff Development Council. The Council is comprised of two teachers from each of the three building levels (the elementary school, the middle school, and the high school), the three building principals, the Special Services Director, the Seward Education Association President, and the Curriculum & Staff Development Director. This group developed their purpose statement, which is printed below:

Staff Development Program Purpose Statement

In order to support the District's mission, the staff development program's goal is to improve student learning in the Seward Public Schools by continuously upgrading and broadening staff knowledge and

instructional practices.

The **focus** for the 1996-97 staff development program was the "assessment of student learning". The rationale for this focus is based on the following:

- Most components of the district's strategic plan call for improved student learning. In order to assess the effectiveness of the plan, it is imperative to be able to assess student progress appropriately.
- This focus is being continued and expanded upon from the 1995-96 school year's focus on working in collegial coaching teams and assessment of student learning.

The Staff Development Council studied the work of Bruce Joyce and Beverly Showers to determine the **effectiveness of several components of training.** The study caused council members to utilize these components by basing the framework for staff development on a strategy of "Collegial Coaching Teams (CCTs)". Each teacher is a member of a CCT, through which the topic of assessment is studied by searching for and sharing with each other research and professional articles on the topic of the assessment of student learning. As teams study, members are encouraged to try various strategies that are appropriate to assess learning in their classrooms. Gaining feedback from other team members will assist in having various assessment strategies be successful. The eventual goal will be to have teachers serve as "peer coaches" to one another, actually observing and offering assistance in the classroom.

The **expectations** for the 1996-97 focus on assessment are as follows:

All teachers will:

- Participate on a collegial coaching team
- Expand upon a knowledge base relative to assessment
- Implement one new assessment practice

Seward teachers have had the opportunity to take part in **ten full professional development days** during the 1996-97 school year. Four of these days took place prior to the start of school in August, and the remainder were scattered among the various remaining months. The K-12 Staff Development Council planned for the CCTs to meet at least one two-hour block on each of these days. Building Staff Development Committees at each building then planned other activities for the inservice days based on the needs of those in the building. Faculty feedback forms were gathered by the K-12 Council at the conclusion of each of the days. Varying degrees of success were enjoyed by the various collegial coaching teams. Some took flight, while others tended to mark time. Other activities during each day, such as workshops on discipline and behavior issues, also met with varying degrees of satisfaction by our teachers. At the close of the last inservice of the year, the council will ask each CCT to complete an evaluation form together. This information will be used to plan for professional development for the 1997-98 school year.

While the CCTs' work on assessment of student learning was **focused heavily on the disciplines and their curricula, the focus on the use of technology was a little lighter.** During some years, the building staff development committees have arranged for their faculties sessions on the use of various technological tools. This year, there was some work done in training teachers to use Integrade at both the middle and high schools.

Other staff development opportunities exist for teachers through district courses. Staff members with an expertise in a particular area can propose to the K-12 Staff Development Council a course to be offered outside of contract time to their peers. For teaching a district course, staff members can earn money according to the number of clock hours in the course. Several courses over the past three years have dealt with the use of technology. During the 1996-97 school year, one course has been offered, with another to be taught immediately after the close of the school year. The two classes for the 1996-97 school year are "To Netscape and Beyond" and "More with the Mac". Participants taking the courses receive professional growth points.

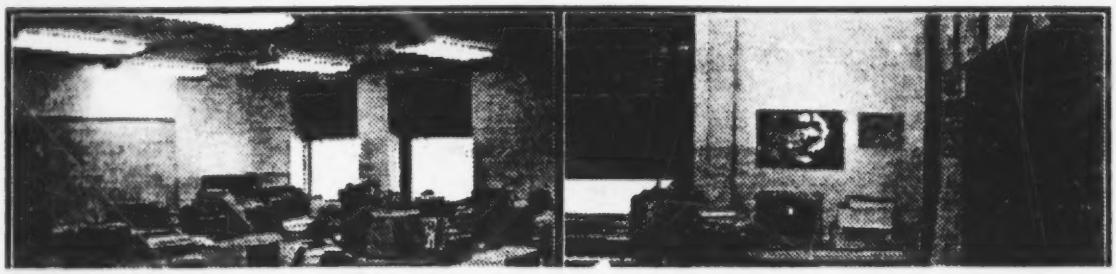
As always, ESU #6 at Milford has offered workshops and courses for teachers that focus upon curriculum and upon technology. Teachers who wish to participate in these sessions may take professional leave with the approval of their building principal and the superintendent.

1.2 A current inventory of technology equipment in place

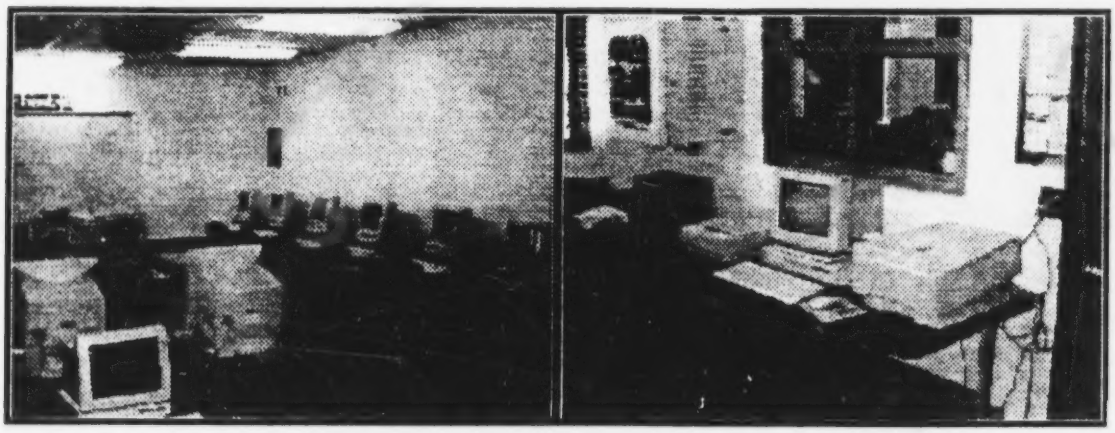
The entire Seward School system is connected to the Internet through a server located at our local college. The Seward Connect server also provides e-mail accounts to both students and staff.

Middle School

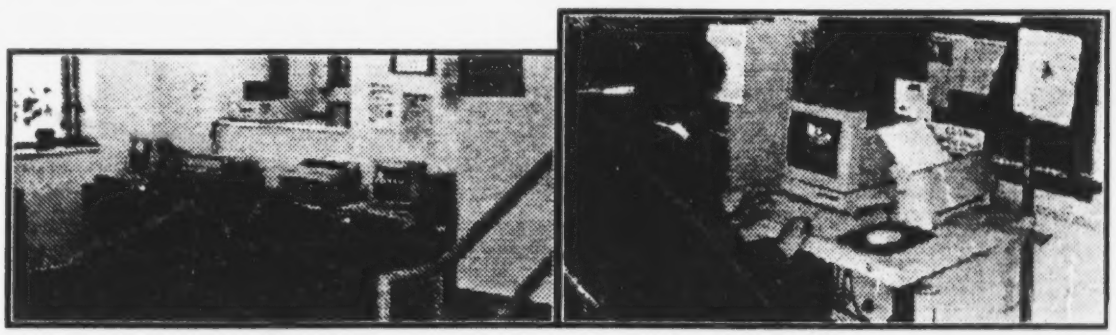
The Middle School has a wide range of technology in use. Apple IIe's and IIGS's are still in use by students and teachers. One lab (25) is used to teach keyboarding and word processing to 5th, 6th and 7th grade students. Some of the teachers still like the platform.



Macintoshs are spread throughout the building. About half of them are located in the "Mac Lab". This lab is used to teach 8th grade computers courses and can also be reserved by teachers for classroom projects. It also includes a color scanner, grayscale scanner and a quicktake camera.



The library is equipped with an electronic card catalog system and also has 4 CD-ROM search stations. LCII's are being provided to teachers - one machine for every two teachers. Many of them have 40 meg HD's and have limited Internet capabilities. Teachers submit grades and budget requests electronically.



High School

The High School also has a wide range of technology present. Three IBM servers connect about 120 machines. Sixty of these machines are located in three labs. One lab consists of 20 Pentium - 75's (below).

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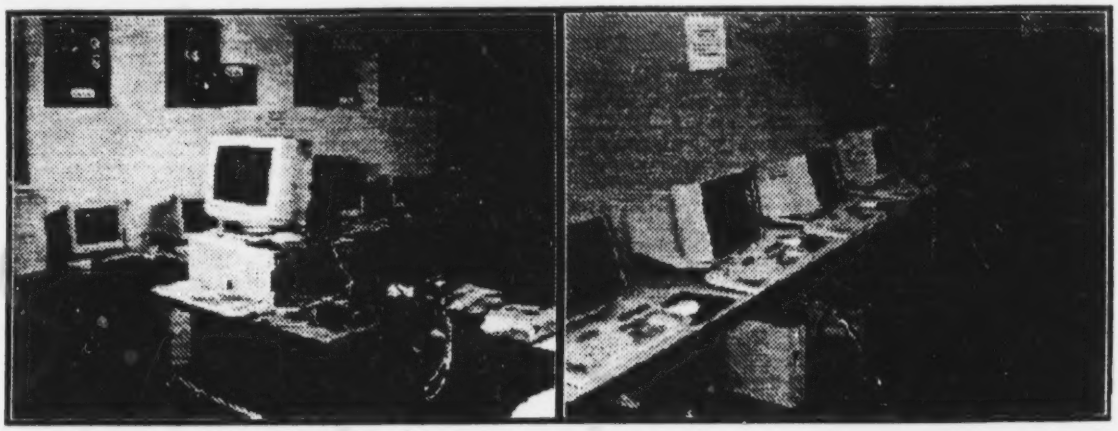
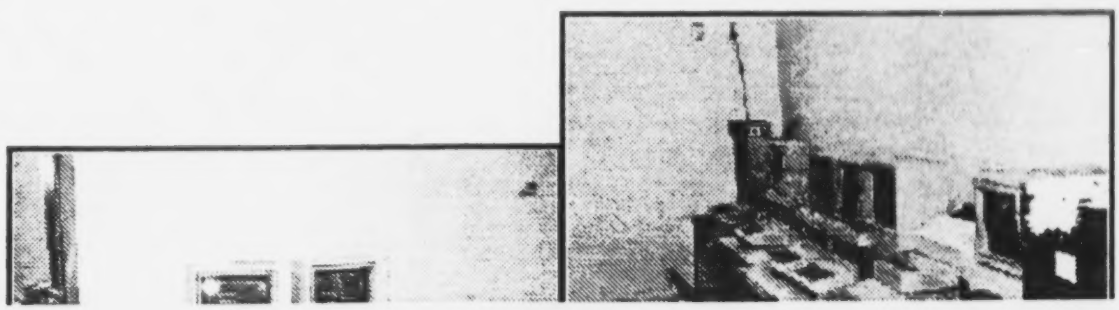
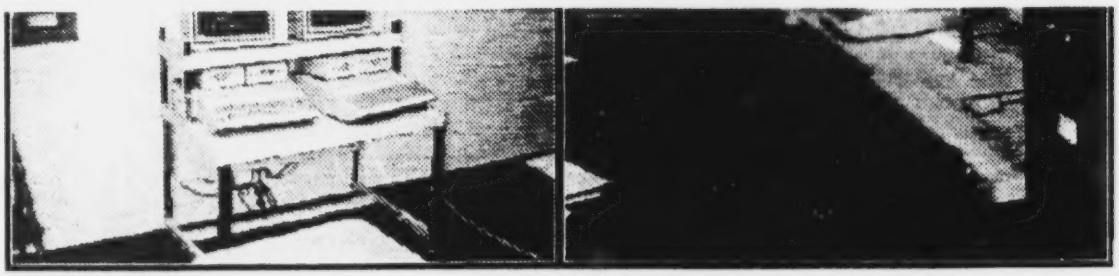
Another lab has 20 - 486-33's. The third lab ranges from 13 - 486-66's to 4 IBM Model 30's (also shown below). The first two labs are for instruction, while the third is set aside for teachers to reserve for classroom projects.



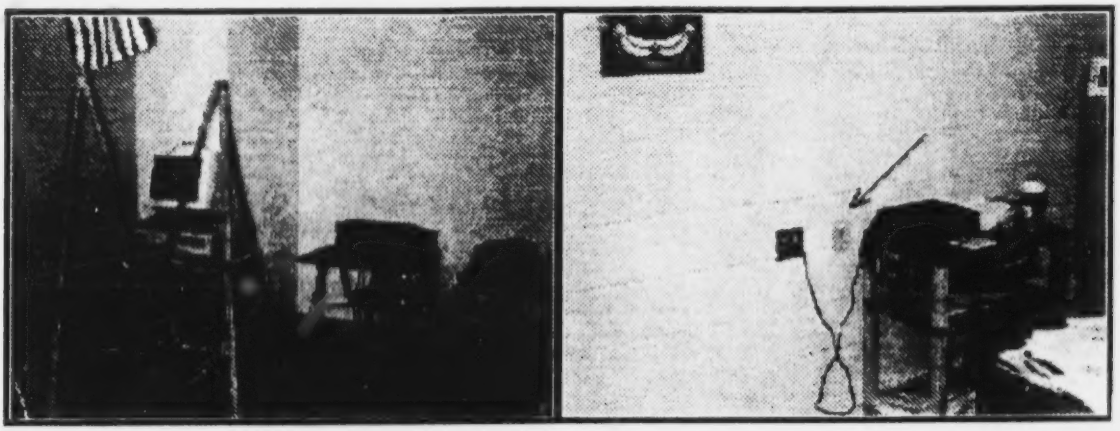
A tech lab was added to our program this year. It includes 16 stations. Each station focuses on a different technology concept.

Apple IIE's are still being used by our math and english departments. They also have 20 286's divided between two rooms.

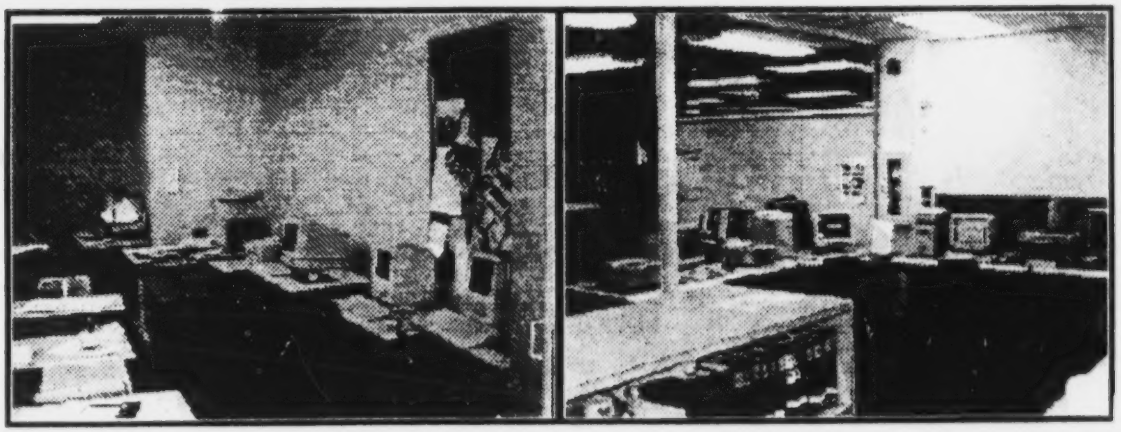




Aproximately two-thirds of our teachers have access to a computer in their room, but many are still waiting! In a few cases, the typewriter has more appeal! Thirteen rooms have the ethernet connection, but no machine! Most of the room machines are lab cast-aways!



We also have one room of Macintosh's consisting of one Power Mac with a 17" monitor (used for the yearbook and weekly newspaper), two LC II's and six SE's. Our library has its own server with a 14 bay CD Tower available for each of its stations.



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1.3 Current technology support that our school provides for classroom instruction

The School District of Seward utilizes a **curriculum development process** for each of the disciplines offered for our students. Language Arts, Foreign Languages (Spanish and German), Social Studies, Mathematics, Science, Physical Education, Health, Fine Arts, Computer, and Vocational Education are the disciplines offered in our district. Over the past six years, committee representatives from the elementary, middle, and high schools have met to work their way through the four phases of the process of curriculum development including; knowledge-building, outcomes development, implementation, assessment design and program evaluation. Teacher representatives are released from their classrooms to do this work. The process incorporates several "across the curriculum" concepts into each discipline, one of which is technology.

Beginning in 1991-92, Seward Public Schools embarked on a **strategic planning** journey. Among the objectives set forth by the school/community planning committee was, "The Seward Public Schools will prepare students to utilize new and emerging technologies." This statement was later revised to, "Students will utilize new and emerging technologies." An action plan was developed to help the district's students reach this objective. 1) Teachers will develop an awareness of how to utilize technologies available within their disciplines and help preview, evaluate, and select appropriate hardware and software, 2) students will develop a proficiency in the use of a variety of identified technologies across all disciplines, 3) each building will develop a short-term and long-term plan in the use of technology, and 4) the School District of Seward will include in its staff development program training in the uses of technology as a teaching tool in the classroom and in the administrative use of technology. As a result of the work of this objective's action team, teachers in the district must become competent in various skills of using technology by the fall of 1997. Teachers take advantage of the inservice sessions, the district courses, and ESU #6 staff development offerings in order to reach this competency.

1.4 Activities currently underway that support the integration of the various disciplines in the classrooms

During the **strategic planning** process, an objective was designed that stated, "The School District of Seward will deliver the curriculum to students in a way that reflects the interrelatedness of learning." This was later revised to place the focus on student learning. The revised objective reads, "Students of the School District of Seward will demonstrate the ability to integrate curricular knowledge and skills to achieve the Essential Learnings of the District." As the action team working on this objective progressed with planning, they listed a set of indicators of success as the objective is implemented. If this plan is

successful, we should see; 1) students demonstrating essential learnings of the district, 2) students working in interdisciplinary projects, 3) projects like the middle school's outdoor education experience, 4) teachers helping students make connections to other courses and/or "real life", and 5) scheduling decisions made with integration in mind.

The **intent and the planning infrastructure** are in place for Seward to implement this objective. The momentum of the plan, though, has not carried us into this arena. We are currently at the point where we are ready to trudge forward...the last of our curricular areas are completing the task of developing their student outcomes; we know what students should be learning in each of the disciplines in Seward Public Schools. There have been some attempts at parallel integration at the high school in the past several years. English and Social Studies teachers have worked together to plan units for students studying American History and American Literature. At times the band director has been seen wheeling a piano down the hall to work with a Social Studies teacher. The middle school staff is employing the middle level philosophy and has an interdisciplinary team of core teachers for each of grades five, six, seven, and eight. These teams have planned interdisciplinary units based on particular issues, usually one unit per year. Teachers in both the middle school and high school have attempted, somewhat informally, to draw connections for students concerning topics or issues being studied in some classes that may coincide with what they are learning in others. The high school is in its third year of implementing a block schedule, where students attend 90-minute classes, four each day. Their semester is a nine-week term.

INDIAN CENTERS, INC.
Base Line Data Report
April 1, 1997

All funding for the JTPA program at Indian Centers comes from the Federal Department of Labor which sets down guidelines and standards that the centers must follow to continue their funding. Their clientele must be at least 16 years old, and when they are accepted into the program they receive help in job preparation and placement. Services provided include vocational testing and assessment, career counseling, and helping clients connect with other appropriate agencies or services for additional help. Some clients come to the centers to receive help or tutoring for regular classes or to prepare for GED testing. Other clients are assisted with vocational education training programs and paid stipends to attend. Clients looking for work are helped to write resumes, assisted with vocational education training programs and are paid stipends to attend. Clients looking for work receive help with writing resumes, are assisted in job searches, some OJT is provided and sometimes they are aided financially. Those that find work are often helped by providing them with necessary uniforms, tools, transportation, etc.

IBM compatibles are used at the sites for report writing and tracking of data on clients. There are also older IBM compatible machines at some sites that are used primarily to assist in preparing for GED testing. The staff at the Indian Centers will need to be trained not only in how to use the computers, Internet, and the World Wide Web, but also in how to set up and maintain the systems at the remote sites.

Currently there are no Internet connections at any of the sites, but we are exploring possible Internet providers. The Nebraska Job Service is currently testing a web site that will be accessible to the public, allowing anyone interested to search the Nebraska Job Bank through any Internet connection. At the present time the Indian Center JTPA offices interview and counsel applicants in job possibilities based on the applicants current skills, but they have no way of helping the clients actually search for jobs other than newspaper want ads. Another roll of the JTPA staff is to help prepare clients to go to the Job Service Office by teaching skills such as filling out applications and presenting themselves as the best person for a job. Currently all applications and job searches are completed at the Job Service offices, but one of the goals of the grant is to make some of these services available at the JTPA offices. This will happen as soon as the Nebraska Job Bank is on-line and JTPA staff are trained.

The benefits will be fourfold: First, more unemployed Native Americans will seek jobs because they will be more receptive to going to the Indian Center offices to learn about available jobs. Second, there will be a savings of time and expense by not requiring clients to repeatedly travel long distances to get to the Job Service offices at some sites. Third will be a savings to the Job Service personnel when they receive clients that are better prepared to seek employment. Lastly, there should be an increased success rate of clients receiving jobs.

None of this will eliminate the need for going to a Job Service office to file an initial application which will be placed on file and into the Job Service data bank. As stated earlier though, there is a savings of time and expense to the Job Service personnel, the JTPA personnel, and the clients.

NORTH PLATTE PUBLIC SCHOOLS
Base Line Data Report
April 16, 1997

1.1 Current staff development activities for teachers that focus upon the curriculum and upon technology

During the school year of 1996-97, North Platte Public Schools used State grant funds to purchase multimedia machines for regular classroom teachers in each of our 12 buildings. Determination of classrooms to be upgraded was based upon identified needs for multimedia resources and grant dollars available in each building. Buildings were encouraged to "match" dollars from building technology replacement accounts so that a second multimedia computer can be purchased by the building for every one purchased by the grant.

These machines along with the existing local and wide-area networks enhanced the ability of each classroom teacher to integrate technology and the Internet into their daily instructional program. The processing speed and multimedia capabilities of these machines will allow full use of today's media-rich Internet Web resources.

The district technology goal will be to expand staff training to include the creation and implementation of lessons that integrate the media-rich resources of the Internet with the district's academic curriculum. This will be accomplished by providing district-wide and/or building level staff development programs outside the regular school day. Teachers will be required to attend at least 16 hours of training and create and implement 10 lesson plans. These plans will be housed on the district's web server, making all the plans available to any teacher within the district to use.

The district's curriculum goal is to have two/thirds of our staff trained in creation and implementation of lessons that integrate the media-rich resources of the Internet and other technologies.

1.2 A current inventory of technology equipment in place

The technology equipment currently in place at North Platte High School, Adams Middle School, and Madison Middle School is: 66 LCs, 164 LCIIs, 118 LCIIIs, 108 Power Macs, 188 Dos/Windows, 6 Building Servers, 116 Image Writer Printers, 90 Style Writer Printers, 13 Laser Printers, 9 Scanners, 26 external CD ROMs, 659 network drops in the buildings, Internet connection in the high school is T1 and 56K in both middle schools, 46 Laser Disc Players, 7 S-Video TVS, 61 VCRs, 9 Centris and 13 Apple IIs.

Software in place at the three schools consists of Claris Works 4.0, At Ease for Workgroups 4.0, First Class, NCIS Telnet, Gopher, Fetch, Netscape 1.0, 2.0, 3.0, 3.0 Gold, Print Shop, Print Shop Deluxe, Ace Exams, Aldus Pagemaker, American Heritage Dictionary, Biology, Deca Exam, Explorer 2, Goemeter's Sketch Pad, Graphic Explorer, Hypercard, Hyperstudio, Interactive Physics, IR Simulator, Latin Flash Card, Latin Vocabulary, LVD Editor, MacDine, Making the Grade, Microsoft Works, MPower, Newsbank, Number Munchers, Organic Chemistry, Pascal Language, PsychSim, Sensornet 2.0, Study Skills, Think Pascal, Touchdown Math, True Basic, Bannermania, The Writing Center, and MicroType.

1.3 Current technology support that our school provides for classroom instruction

Work with Site Coordinator in the identification, selection and acquisition of technology.
Provide on-going technical advice and service to project sites regarding hardware, software, and other related technology.
Provide on-going curriculum advice and support to project sites regarding curriculum integration of technology.
Participate in the planning, organization, and conduct of Curriculum/Integration Technology School-based planning sessions.
Participate in the planning, organization, and conduct of Curriculum/Integration Technology (CI-T) workshops.
Participate in the planning, organization and conduct of Curriculum/Follow-up workshops.
Assist in the on-going evaluation efforts.
Assist in the development of project dissemination including state curriculum frameworks, tested curriculum modules developed by the project, links to the world wide web and other related activities.
Assist the Site Coordinator and teachers involved in the project in determining the technology to utilize and disseminate integrated curricula.
Develop and maintain state-of-the-art technology expertise.
Assist Site Coordinator in the preparation of reports required by federal officials, project grant director and evaluation team.

1.4 Activities currently underway that support the integration of the various disciplines in the classrooms

North Platte sixth grade has a number of activities currently in place that support the integration of the various disciplines in the classrooms. For example the Multi-cultural Awareness project combines science, math, social studies, and language arts; and the Middle Ages activity includes math, social studies, language arts, literature, art, music, and physical education. Sixth, seventh and eighth grades are all participating in the Exchange Concerts which included band and music classes. Currently the seventh grade has a Bridge Building Unit involving math, science, social studies and language arts, and a Kite Making project combining math, art, social science, reading, and science. The eighth graders have an 8 Blue and Gold Team working on an Oregon Trail project involving math, science, language arts, and history. All grade levels work on a Rhythm Unit which includes music, art, and physical education. The students learned the Macarena dance in a recent rhythm unit.

Activities at North Platte High School in the ninth grade include an integrated curriculum planning team that divides ninth graders into teams for the purpose of teaching social studies, English, math, and science. The team includes a teacher from each of the subject areas and a high school administrator. A common planning period for lesson planning has been put in place and is essential to set up integrated lesson plans.

MORRILL PUBLIC SCHOOLS
Base Line Data Report
April 10, 1997

1.1 Current staff development activities for teachers that focus upon the curriculum and upon technology

Morrill Public Schools staff development based on curriculum has been day planning for the disciplines of math, language arts, and social studies. The teachers have been developing curriculum for the district. Morrill does not have any technology based curriculum to speak of at this time.

1.2 A current inventory of technology equipment in place

The school has recently been wired for a direct connection to the Internet.

Business Lab
The business lab has thirteen IBM model 25 286s, seven 486s, one laser and two dot-matrix printers.

Computer Lab
The computer lab currently has thirteen Macintosh LCIIIs, two ink jet and two dot-matrix printers.

Shop Lab
Technology equipment in the shop lab consists of four Hyundai 386s, five Gateway 2000 486s, and one printer/plotter.

Junior High
There are ten Apple GSs and five dot-matrix printers in the Junior High.

Library
The library has two Macintosh Quadras, one laser printer, and one dot-matrix printer.

1.3 Current technology support that our school provides for classroom instruction

There has not been any technology support for classroom instruction at Morrill Public Schools. The school is planning to purchase new computers for each classroom and at that time training will take place after school and possibly day in-service training. Training will also be provided for Internet use now that the building has been wired for a direct connection to the Internet.

1.4 Activities currently underway that support the integration of the various disciplines in the classrooms

Teachers and examples currently using integration: English class writing term papers and biology class reports integrated with information processing class, text tapping (integrating reading strategies within the content area) math and reading classes, 8th grade exploratory (family consumer science) class with reading, practical biology with food science, Jr. High health with family consumer science tobacco free grant, and Spanish with family consumer science foods.

KEARNEY YRTC
Base Line Data Report
April 1, 1997

1.1 Current staff development activities for teachers that focus upon the curriculum and upon technology

Missing from the educational program is an ongoing training program on the use and integration of the Internet and computers into the different educational disciplines.

1.2 A current inventory of technology equipment in place

Currently at West Kearney High there are seventeen Apple II GSs and five Macintosh computers in classrooms that are used by students and teachers. The circulation system in the Media Center is automated on a Power Macintosh, but the card catalog system is currently not on-line. There are also eight different 286 and 386 IBM compatible computers available for drafting classes.

1.3 Current technology support that our school provides for classroom instruction

There are currently no training programs in place at the school to assist teachers in learning how to use new technologies or programs. Also missing are training and discussion sessions to aid teachers and administrators in planning for student use of computers and integration of computers into the existing curriculum.

1.4 Activities currently underway that support the integration of the various disciplines in the classrooms

The seventeen Apple and five Macintosh computers in the classrooms are used by students for drill and practice, educational games, word processing and graphic manipulation in creating cards, posters and banners. Teachers use the computers primarily for record keeping and report writing. The only other major use of technology by the non-vocational classroom teachers is the circulation system in the Media Center which is automated on a Power Macintosh.

The drafting classes use a mixture of eight different IBM compatible computers to supplement their curriculum after they have experienced drawing with conventional drafting tools. The Power Tech classes use computer simulations to demonstrate power concepts. The art classes use Apple and Macintosh computers as an additional drawing medium as well as demonstrating artistic concepts such as perspective and tessellation. Career Education classes use computers for some testing and career assessment activities.

The Internet is only used for occasional exploration by students with little planned structure, objectives or final goals. This is primarily because of the limited access to the Internet by teachers and students. Before this grant started, the only access to the Internet was via two dial-up modems.

The computer use listed above demonstrates some beginning steps toward integration of computers into the existing curriculum, but such activities are primarily unplanned and are limited when it comes to student objectives and goals. There are currently no activities at West Kearney High that could be classified as Integration of Curriculum in the primary subject areas although in the past a few such attempts have been made.

Base line data report

March 4,1997

1.1 Current staff development activities for teachers that focus upon the curriculum and upon technology.

¥ Internet inservice was held August 15 & 16, 1996, to train staff members on the use of email. Training provided by Ainsworth School Staff.

¥ Staff is allowed to go to inservices at the ESU Computer Center throughout the year.

1.2 A current inventory of technology equipment in place.

¥ 18 Macintosh 6100/66 in the Ainsworth High School Library and 20 Macintosh (18 LC550's, 1 Quadra, and 1 LCIII computers in High School Annex all with direct connect Internet access

¥ Two IBM 386's and the 1 LC550 in Library

¥ 24 Apple IIgs computers in the Business Lab

¥ 1 IBM server and 1 IBM workstation in Library are used for the automated card catalog

¥ 19 stand alone Macintoshes and 1 Aptiva computer in individual classrooms (2 have modem Internet access)

¥ 9 Powerbooks in Middle/High school for student/teacher checkout use

¥ One laserdisc Player

¥ One flatbed scanner

¥ 4 printers in the library (2 Ink Jet and 1 Laser and 1 IBM 24pin ProPrinter)

¥ 17 printers in individual classrooms

¥ 2 color Hewlett Packard printers in the Annex

¥ Winnebego Automated Card Catalog in the library

¥ DTN (Data Transmission Network) system satellite in Ag class

¥ Digital Satellite receiver with subscriptions to "NebSat", "SerC", and "TI-IN" distance learning/staff development programs

¥ Students publish school events on a local cable service.

1.3 Identify current technology support that your school provides for classroom instruction.

¥ On order is "Physics for the Computer Age" by Glencoe/McGraw-Hill that addresses Computers and Physics, Physics on the Job, Mathematical Relationships,Velocity, GPS Satellites, Acceleration, Forces, Vectors 2-3 Motion, Orbit Motion, Momentum, Energy, Waves, Laser Light Diffraction, Electricity,Magnetic Fields, Quantum Theory using CD-ROMs for both the students and teachers. This met the Critical Thinking Skills aspect of their School improvement goals with monies provided by the

Nebraska Excellence in Education grant funded by the Nebraska Lottery.

¥ On order is "Keyboarding Suite 1-2-3" by South-Western Publishing Co. that contains three programs: MicroType Pro, Century 21 Document Checker and MLS Century 21 Multimedia. MicroType ;Pro is an all-in-one alphabetic, numeric, skill building and keypad program plus word processor and timer. Century 21 Document Checker checks student's documents while displaying timer and counting errors and recording the time needed to key and edit the document. MLS Century 21 Multimedia provides individualized, interactive instruction in learning letters, tables, reports and form while increasing language skills.

¥ Staff is allowed to go to inservices at the ESU Computer Center throughout the year.

¥ Technology support is provided by ESU 17 Computer Coordinator and by Team Electronics (Mark Dillon-North Platte)

¥ The subscription to "TI-IN" provides a monthly newsletter promoting Internet usage and sites to be used in the classroom.

¥ Magazine subscriptions that provide opportunities to incorporate the computer into the classroom - "On Line-Off Line", "Media and Methods", "Classroom Connect".

¥ "Internet Curriculum Planning System" by Classroom Connect that includes a monthly CD and classroom-ready Internet curriculum materials is available to staff members.

1.4 Activities currently underway that support the integration of the various disciplines in the classrooms.

¥ The "School to Work" program is providing the "Work Keys" testing being done for 9th and 12th graders that rates them on their listening skills, skills of working cooperatively, and other aspects. Employers often ask for this score in their job application process. Cooperative Occupational Education is a part of the curriculum (and has been for many years) where students are employed part-time by the community businesses throughout the school year. Under the "Tech Prep" umbrella are the classes Applied Communication, Applied English, and Industrial Technology with 2 new classes (Applied Math and Applied Government/Economics) being studied for the 97-98 school year.

¥ Block Scheduling is being anticipated by scheduling classes opposite one another. For example, 7th grade class A (1/2 of all 7th graders) is scheduled for Science while 7B is at Math. The next period is 7A at Math and 7B at Science. Then 7A at English while 7B is at Social Studies and the next period has 7A at Social Studies and 7B at English. Periodically 7A and 7B meet together for those two class periods to work on Inter Disciplinary Team (IDT) projects. Grades 7 and 8 (Classes A and B) are scheduled this way throughout the day to facilitate Team projects.

¥ Middle School core teachers (English, Math, Science, Social Studies) and the two 6th grade teachers meet during first period each day for Inter Disciplinary Team planning.

¥ Tentative plans include a one hour early dismissal on Friday for High School students for those teachers to do IDT planning.

¥ The English and Social Studies teachers have had several integrated projects throughout the year. Themes being integrated are Revolutionary War, Mountain Men, Slavery, and Civil War.

¥ Math and Science teachers worked on an integrated project in 96-97 entitled "Metric System".

¥ The 6th grade Math and Social Studies teachers conducted an integrated project entitled, "Cultural Foods".

¥ The 6th grade Science and English teachers conducted an integrated project entitled, "Geological Time Periods".

¥ The 7th grade Social Studies teacher incorporated the "Odyssey in Egypt" web site into the geography curriculum.

¥ The core teachers in the middle school (Math, Science, English, & Social Studies) are doing a 3 week project based on the MTV program "Road Rules" where they are traveling across Australia. This project incorporates computing gas mileage, journalizing, identifying landmarks, describing native animals, and creative writing. They have contacted Australian students for pen pals.

¥ The Middle School English and Vocal Music Instructors attended a "Creating Original Opera" Workshop in Milwaukee, Wisconsin, this summer and now they are implementing this program in the school. The students will write, produce, direct, and perform an opera in the spring.

¥ Every teacher in the Middle School is doing a Drug and Alcohol project that spans the 6th thrum Thea grade levels.

¥ Middle and High school teachers are integrating Multicultural lessons into their normal classroom settings.

Base Line Data Questionnaire

March 10, 1997

1. Have you ever used the Nebraska Frameworks? Yes No (3 "No's")

If yes, please briefly explain.....

¥ Checked "No"- Know of it. May need to use it to develop an "Applied" Government Class

¥ Yes, I have worked on two state committees using frameworks. I am presently working on the implementation of the Foreign Language frameworks into Nebraska colleges of education and high schools.

¥ Yes, We used it to redo our business education curriculum this year.

¥ Yes, I have been closely involved with the development and implementation of the Ne Ag Frameworks

¥ We used "Nebraska Frameworks" to write our curriculum

¥ Yes, Incorporating Technology into classroom, Integrating curriculum

¥ Yes, curriculum plan for each area, concepts that should be taught at each level by all Nebraska teachers by the year (2000?)

¥Yes, integrating curriculum, technology

¥ Yes, Patty & I have used the Bus Ed frameworks to design one courses. We attended 2 different Frameworks training sessions.

2. Explain the Challenge Grant in your own words.....

¥ Going with other schools to teach computers integration in the classroom. This will involve taking some classes this summer.

¥ I know nothing about it!

¥ Don't know

¥ do the most to make use of the new opportunities available.

¥ To teach teachers how to use technology to improve instruction.

¥ to teach teachers technology

¥ I don't see how this will benefit me in my classroom - guess I'd just like to "teach" my classes of mathematics. I believe (if students don't have the basics how does computers help them with that.) the English & S.S. could/or would make better use of this.

¥ A great opportunity to spark learning in our students.,Chance to use different teaching strategies in order to make learning fun.,Good background information on how to incorporate technology into the classroom.

¥ The challenge grant will give us the money to hire someone who has enough time available to help each of the classroom teachers integrate technology into their classrooms., It will also give us some $ to get some more computers, etc. into our classrooms to enable us to use them., It will also give us someone & a way to find out what other schools are doing.

¥ Assisting classroom teachers to improve technology use within their classroom. -Increase awareness of the availability of computer/technology resources in our particular area

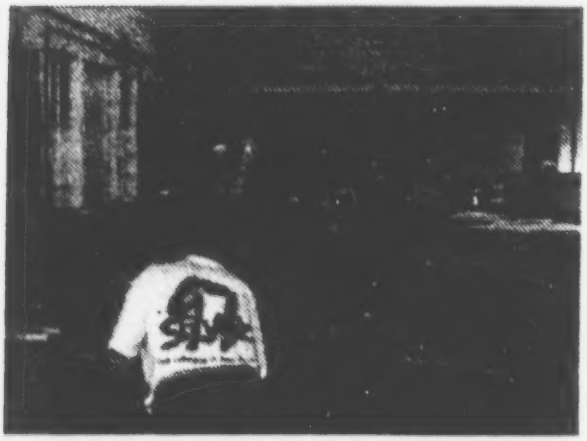
¥ Integrate Curriculum, Technology, Real life, Businesses Connecting everything around us to be better teachers for our students. As it says this will be a "challenge."

¥ The Challenge Grant is to help teachers integrate technology into their classes.

Pictures snapped

at Ainsworth Middle and High School

on March 27, 1997



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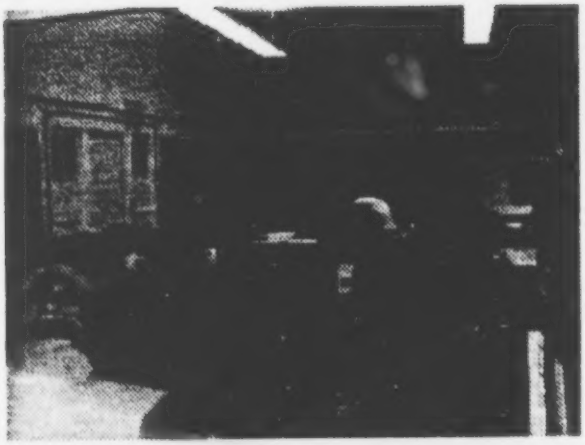

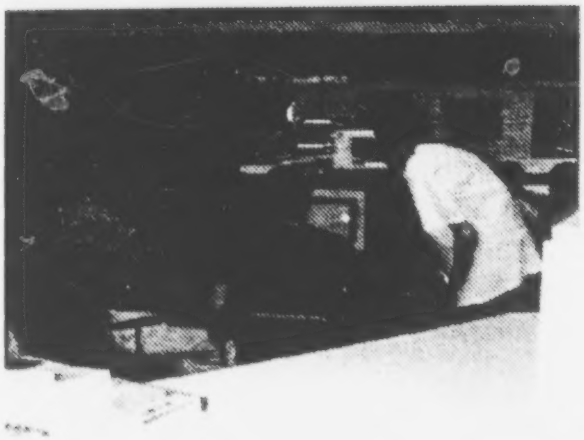

These students are "putting up" their Home Page!

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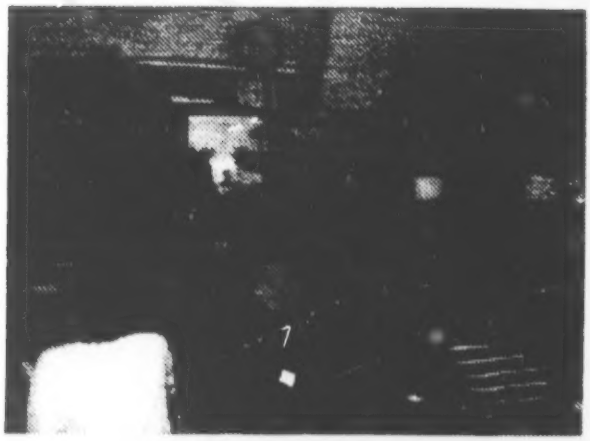

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Base Line Data Questionnaire

(Ainsworth Middle and High School) March 10, 1997

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• Yes, Patty & I have used the Bus Ed frameworks to design one courses. We attended 2 different Frameworks training sessions.

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• I know nothing about it!
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• do the most to make use of the new opportunities available.
• To teach teachers how to use technology to improve instruction.
• to teach teachers technology
• I don't see how this will benefit me in my classroom - guess I'd just like to "teach" my classes of mathematics. I believe (if students don't have the basics how does computers help them with that.) the English & S.S. could/or would make better use of this.
• A great opportunity to spark learning in our students.,Chance to use different teaching strategies in order to make learning fun.,Good background information on how to incorporate technology into the classroom.
• The challenge grant will give us the money to hire someone who has enough time available to help each of the classroom teachers integrate technology into their classrooms., It will also give us some $ to get some more computers, etc. into our classrooms to enable us to use them., It will also give us someone & a way to find out what other schools are doing.
•-Assisting classroom teachers to improve technology use within their classroom. -Increase awareness of the availability of computer/technology resources in our particular area
• Integrate Curriculum, Technology, Real life, Businesses Connecting everything around us to be better teachers for our students. As it says this will be a "challenge."
• The Challenge Grant is to help teachers integrate technology into their classes.

1997 - YEAR ONE

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
	Design Detailed Workshops										
	Recruit Participants										
					CI-T Workshops						
							Retreat and Assess-ment of Work-shops				
								Workshop participants complete and implement curriculum modules			
								Global education modules developed and implemented			
								Perspectives International Issues program integrated into course curricula			
									Curricula implemented addressing needs of students in juvenile correctional facilities		
						Parents Partnership program curricula are designed					
			Lead districts identify community, business, industry, and agriculture partners								
									Community-teacher teams identify workplace examples of interdisciplinary problem-solving		
								Parents Partnership Program designed by lead districts			
									Families recruited and orientation sessions held		
									Families complete learning projects and share results schoolwide		
									Indian Centers' staff trained to facilitate use of resource system		
		Planning, site visits and discussions with Indian Centers									
		Web site designed and initiated									
						Web site promoted statewide					
									Statewide teleconferences on CI-T and the Connections Project held for educators, community members, and parents		

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The Connections Project - Challenge Grant

1998 - YEAR TWO

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
Recruit participants											
					Curriculum-Integration and Technology Workshops and follow up sessions held for 2 groups of 50						
Participants complete and implement curriculum modules											
					Curriculum development workshops and follow up sessions held						
									Participants complete and implement curriculum units		
Global education modules developed and implemented											
Perspectives International issues program integrated into course curricula											
			Specialty workshops held at Technology Development labs and elsewhere								
Curricula implemented addressing needs of students in juvenile correctional facilities											
			Curriculum modules implemented featuring workplace video vignettes								
Parents partnership program curricula are designed											
Community-teacher teams identify workplace examples of interdisciplinary problem-solving											
Videotaped vignettes/interviews are completed at workplace sites for use in curriculum modules											
Technology-based partners programs are implemented (i.e., electronic mentors, conference calls related to learning projects)											
Parents Partnership Program designed by lead districts											
Families reruited and orientation sessions held											
Indian Centers' staff trained to facilitate use of resource system											
Six Indian Centers promote Connections program and assist participants in accessing resources											
Web site promoted statewide											
					Project staff and Consortium Council make presentations on Connections project at national and state professional meetings						
									Statewide teleconferences on CI-T and the Connections Project held for educators, community members, and parents		

1999 - YEAR THREE

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
Participants complete and implement curriculum modules											
Curriculum development workshops and follow up sessions held											
Participants complete and implement curriculum units											
			CI-T Leader cadre selected: total 30 pairs								
			Leader cadre trained to present thematic workshops								
						Leader cadre conducts thematic workshops for CI-T Mentors					
						Participants complete and implement thematic curriculum modules					
Global education modules developed and implemented											
Perspectives International issues program integrated into course curricula											
Specialty workshops held at Technology Development labs and elsewhere											
Curricula implemented addressing needs of students in juvenile correctional facilities											
Curriculum modules implemented featuring workplace video vignettes											
Parents partnership program curricula are designed											
Community-teacher teams identify workplace examples of interdisciplinary problem-solving											
Technology-based partners programs are implemented (i.e., electronic mentors, conference calls related to learning projects)											
Families recruited and orientation sessions held											
Six Indian Centers promote Connections program and assist participants in accessing resources											
Web site promoted statewide											
								Connections CD-ROM developed by team of CI-T site coordinators, leader cadre, framework developers, and others			
Project staff and Consortium Council make presentations on Connections project at national and state professional meetings											
									Statewide teleconferences on CI-T and the Connections Project held for educators, community members, and parents		

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2000 - YEAR FOUR

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
Curriculum development workshops and follow up sessions held											
Participants complete and implement curriculum units											
			CI-T Leader cadre selected: total 30 pairs								
			Leader cadre trained to present thematic workshops								
						Leader cadre conducts thematic workshops for CI-T Mentors					
Participants complete and implement thematic curriculum modules											
Global education modules developed and implemented											
Perspectives International issues program integrated into course curricula											
Specialty workshops held at Technology Development labs and elsewhere											
Curricula implemented addressing needs of students in juvenile correctional facilities											
Curriculum modules implemented featuring workplace video vignettes											
Parents partnership program curricula are designed											
Technology-based partners programs are implemented (i.e., electronic mentors, conference calls related to learning projects)											
Families recruited and orientation sessions held											
Six Indian Centers promote Connections program and assist participants in accessing resources											
Web site promoted statewide											
Connections CD-ROM developed by team of CI-T site coordinators, leader cadre, framework developers, and others											
			CI-T Mentors participate in follow up training on Connections CD-ROM and its uses								
						CI-T Mentors hold CD-ROM dissemination workshops					
Project staff and Consortium Council make presentations on Connections project at national and state professional meetings											
									Statewide teleconferences on CI-T and the Connections Project held for educators, community members, and parents		

2001 - YEAR FIVE

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
Participants complete and implement curriculum units											
Participants complete and implement thematic curriculum modules											
Global education modules developed and implemented											
Perspectives International issues program integrated into course curricula											
Specialty workshops held at Technology Development labs and elsewhere											
Curricula implemented addressing needs of students in juvenile correctional facilities											
Curriculum modules implemented featuring workplace video vignettes											
Parents partnership program curricula are designed											
Technology-based partners programs are implemented (i.e., electronic mentors, conference calls related to learning projects)											
Families recruited and orientation sessions held											
Six Indian Centers promote Connections program and assist participants in accessing resources											
Web site promoted statewide											
			CI-T Mentors participate in follow up training on Connections CD-ROM and its uses								
CI-T Mentors hold CD-ROM dissemination workshops											
Project staff and Consortium Council make presentations on Connections project at national and state professional meetings											
									Statewide teleconferences on CI-T and the Connections Project held for educators, community members, and parents		
Project results submitted for publication in refereed journals											

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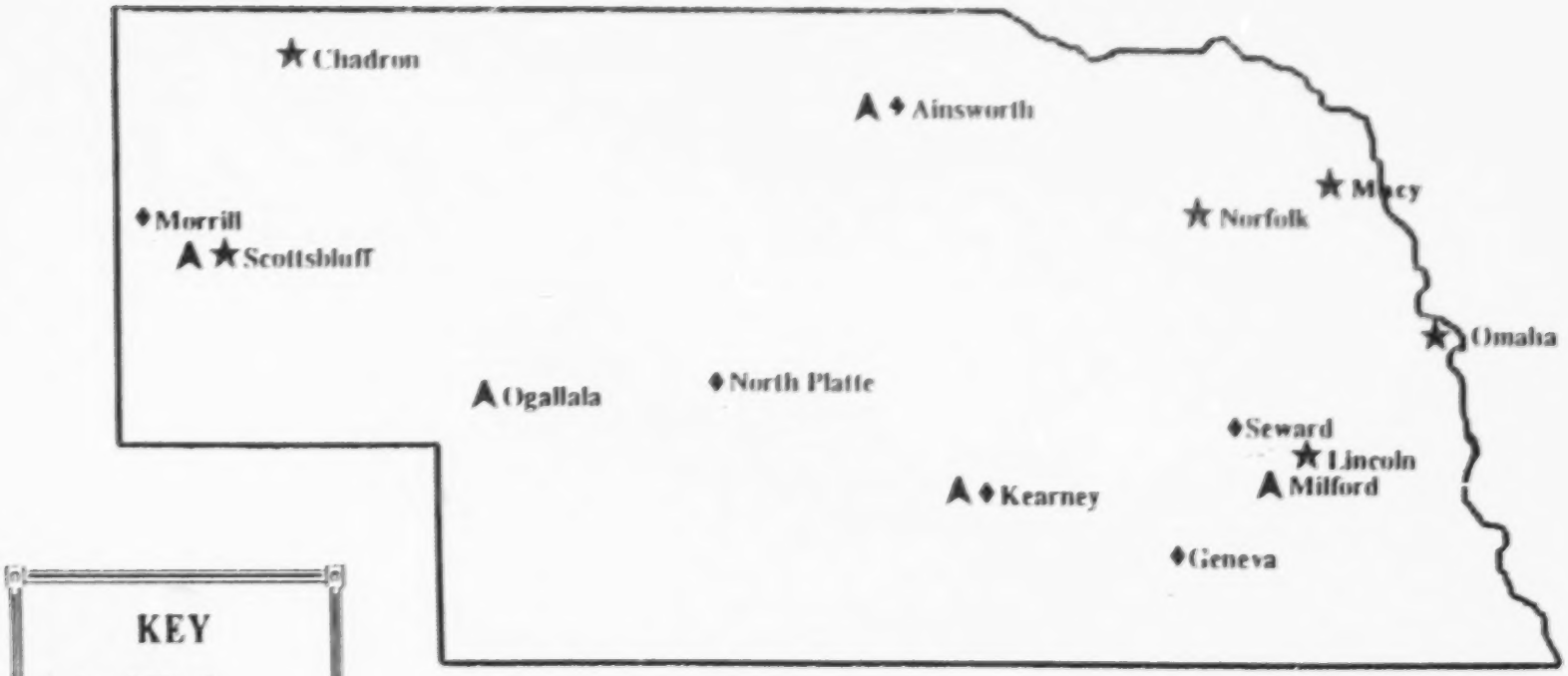
The Connections Project

Lead Sites & Indian Center, Inc. Locations



ATTACHMENT # 10